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ABSTRACT

Described are schools, classes, programs, and services provided by the Los Angeles Unified School District for children with special physical and educational needs. Section I contains a general description of the Division of Special Education and organizations for parents, a chart of organization within the division, and a map indicating the location of special schools. Section II covers facilities for physically handicapped pupils such as the hearing impaired, orthopedically handicapped, and visually handicapped. Services for multihandicapped and developmentally handicapped pupils are outlined in Section III. Facilities for learning handicapped students are described in Section IV in the following categories: educationally handicapped and autistic, educable mentally retarded, and trainable mentally retarded. Section V covers instructional services in the following areas: driver education for exceptional students, early childhood education, Project Interaction, Project Mainstream, and remedial physical education. Described in Section VI are specialized pupil and staff support services such as occupational education for the handicapped, special health programs, the California Master Plan Unit, and personnel unit. Each category in units II through VI includes a legal definition/description, eligibility/placement procedures, program goals, current program operations, and contact persons telephone numbers. Appended are such items as maps indicating the locations of special programs, a directory of schools and centers, a directory of programs and offices, and a bibliography of publications. (IM)

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WE SERVE THE EXCEPTIONAL CHILD

SCHOOLS, CLASSES, PROGRAMS, AND SERVICES
FOR CHILDREN WITH SPECIAL PHYSICAL AND EDUCATIONAL NEEDS

Edited by CECILIA S. MILBY

Los Angeles Unified School District
Division of Special Education
Publication No. 691; Revised, 1976

EC090968

William J. Johnston
Superintendent of Schools

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"The most important goal of special education is: Reduction of the impact of disabilities to provide individually tailored programs which reduce or eliminate the handicapping effects of various disabilities on some exceptional children. Individuals must be educated, however, in terms of their learning abilities, not their disabilities."

—The California State Board of Education
The California Master Plan for Special Education

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Los Angeles Unified School District

FOREWORD

Significant numbers of pupils require special educational services because of physical, emotional, intellectual, or learning disabilities. For these persons to achieve their full potential, they must be identified, their specific requirements must be recognized, and an appropriate instructional program must be provided.

The District's goal is to promote maximum possible achievement for pupils who have exceptional educational needs. We seek to attain it by:

- Identifying pupils who have exceptional needs and providing instruction that will meet their needs.
- Providing programs designed to facilitate maximum appropriate association and interaction between pupils with exceptional needs and pupils in the general school population.
- Providing for maximum coordination in the use of District resources and assisting in the coordination of services performed by all other public and private agencies to assure that an effective instructional program is conducted for pupils with exceptional needs.
- Encouraging and assisting teachers and administrators assigned to regular schools to become increasingly more responsible for educating exceptional pupils, thus decreasing reliance upon the provision of separate special education services.
- Ensuring that individual needs are identified and provided for through the use of individualized and personalized instructional programs.
- Promoting programs of instruction for exceptional children that strengthen self-esteem and encourage the attitude that maximum potential can be achieved.

This publication, "We Serve the Exceptional Child," illustrates our effort to provide programs and services for exceptional pupils. It may be used as a resource for: 1) future teachers planning to specialize in special education; 2) special education teachers, counselors, coordinators, supervisors, and school administrators; and 3) parents and community persons, in seeking ways to meet each child's individual needs.

HARRY HANDLER
Associate Superintendent
Instruction

INTRODUCTION

We Serve the Exceptional Child presents a description of the diversified special education programs offered by the Los Angeles City Schools. This guide is designed to provide a resource for parents, community persons, and educators as they collaborate in seeking to find each child's place in the educational system. Principles underlying this publication are (1) that all children can learn, and (2) that a cooperative involvement of the home, the community, and the school is important in helping to reach the educational goals of programs which serve that learning process.

Consistent with our national renewal of interest in the improvement of educational opportunity for all children, the Division of Special Education continues to dedicate its efforts toward ensuring that individual needs of exceptional pupils are identified and responded to in the total instructional program. In keeping with these aims, special education classes in Los Angeles, established in 1897, have expanded into one of the nation's largest and most widely respected programs for exceptional children.

This guide is designed not only to describe services, but also to share the aspirations of the instructional experiences provided to exceptional children by the Division of Special Education. In so doing, it serves the broad objectives of the Division, which are to encourage the achievement and mastery of performance and social skills commensurate with pupils' mental and emotional capacities, and to help them develop into functioning, contributing members of their schools and communities.

ERNEST P. WILLENBERG
Assistant Superintendent
Division of Special Education

ACKNOWLEDGMENTS

This revision of "We Serve the Exceptional Child" was made possible by the cooperative efforts of administrators, consultants, and teachers in the Division of Special Education.

Appreciation for providing biographical material is conveyed to Mrs. Edith Bates, Secretary, Medical Alumni Association, Loma Linda University; to Dr. Eunice Turrell, Coordinator, District Health Services Branch; and to Mrs. Otto Neufeld, sister of the late Dr. Harriett Randall to whom this publication is dedicated.

Particular thanks are extended to Dr. Dorothy Carr, Principal, Shoemaker School, for historical data; and to Dr. Johns Harrington, Editorial Coordinator of District Publications, and his staff for their review of the manuscript.

Sincere gratitude is tendered to Dr. Ernest P. Willenberg, Assistant Superintendent, and to Al A. Casler, Director of Support Services, Division of Special Education, for their leadership and constant support.

Special appreciation is expressed to CECILIA S. MILBY, Consultant, for her excellent contributions in organizing, developing, and writing this edition.

VENETTA B. WHITAKER
Coordinator
Instructional Planning, Development,
and Services

A SPECIAL TRIBUTE TO HARRIET B. RANDALL, M. D.

The vision, dedication, and humility of one person can have far-reaching benefits for many others. These are some of the attributes that Dr. Harriett Randall brought to her work with children and their parents, college students, teachers, her associates in medicine, and the community. Her achievements received international acclaim, yet she credited her awards to the persons who guided her, worked with her, and enriched her life.

Harriett Randall (née Bulpitt) received her Doctor of Medicine degree from the College of Medical Evangelists (now Loma Linda University), after which she married and began teaching at UCLA. Her association with the medical program of the Los Angeles Unified School District began in 1929 as a Physician Inspector in the Department of Health and Corrective Physical Education.

In this position, an early concern of Dr. Randall's was to establish a preventive medicine program through education and clinics. She then developed an approach to family life and sex education, based on cooperative efforts between parent, church, and school. More than 25 years ago, she argued that, "Properly taught, it [sex] isn't a controversial issue." Dr. Randall's most cherished project was a mental health program for teachers. She believed that a maladjusted teacher could damage a child's interest and progress in school, temporarily or permanently.

In 1970, as Assistant Medical Director, Dr. Randall began a drug education program for teachers, doctors, and public health personnel. This involved her staff with 800,000 students in the Los Angeles City Schools. Throughout her years as a school health administrator, Dr. Randall was in great demand as a speaker for community and education groups. She presented papers at medical meetings in many parts of the world, and was chosen to represent the United States at the First International Congress on Drug Addiction of University Students, held in Sao Paulo, Brazil, in 1974.

Dr. Randall was the Director of Health Services for the Los Angeles Unified School District when she retired in late 1970. Thus ended 41 years of formal association with the school system, but this merely shifted the locale and the emphasis of her involvement with children. After retirement, she completed the medical board requirements for specialization in child and adult psychiatry, then began individual counseling with parents and their children at the Pasadena Child Guidance Clinic.

Dr. Randall's private life and community interests were not supplanted by her varied professional activities. Two daughters have received medical degrees with specialties in pediatrics and psychiatry, and her son is a practicing attorney. After five years as a widow, Dr. Randall married the Reverend Paul Campbell, then the minister of Vallejo Drive Seventh Day Adventist Church, now a professor of speech at Loma Linda University.

In 1974, Dr. Randall was chosen as the "California Mother of the Year," and was the first runner-up in the national "Mother of the Year" finals. Her 20 years of outstanding service to church and civic groups as a resident of Glendale were highlighted by the 1974 *Glendale News-Press* Award as "Woman of Achievement." This award was based on her leadership and teaching activities at the Glendale Seventh Day Adventist Church, her past-presidency of the Loma Linda University Auxiliary, her active membership on the Women's Committee of the Glendale Symphony Orchestra Association, and her work with the PTA Executive Committee of the First District.

Dr. Randall recently concentrated on writing as the primary medium for expressing her philosophy and concerns about health. She was the medical expert for a health textbook for national use and an associate clinical professor of pediatrics at Loma Linda University. She insisted that her award as "California Mother of the Year" was the result of all those who helped to rear her three children---her husband, the church, the school, and the community. This devoted mother and educator credited her professional honors to the many colleagues who helped her throughout the years. The deep, abiding faith that sustained her will serve as an inspiration to all who loved and admired her. Her recent death represents a great loss not only to the Los Angeles City Schools that she served so well, but to the larger world in which her work and humane dedication are gratefully acknowledged.

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Section I

THE DIVISION OF SPECIAL EDUCATION

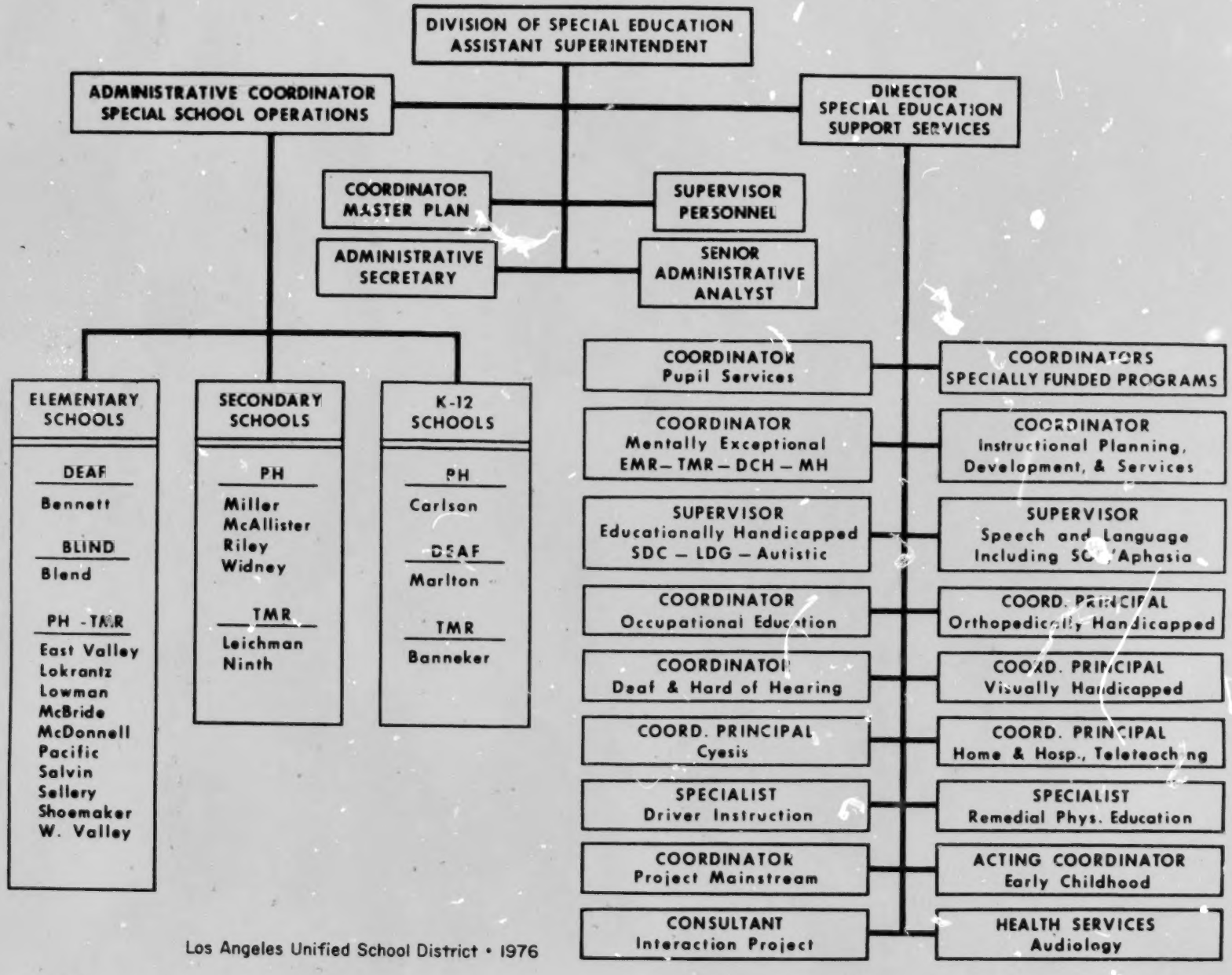
THE DIVISION —A GENERAL DESCRIPTION

The Division of Special Education is the instructional group within the Los Angeles Unified School District with the primary responsibility for organizing and delivering special services to meet the diverse physical, emotional, academic, social, and vocational needs of the District's exceptional children.

The District's initial thrust began with special classes for the deaf, in 1897. Services have been added for children with many other impairments, with the result that, as of 1976, there are 21 special schools exclusively for identified handicaps, numerous special classes in regular schools, many integrated classes in regular and special schools, six diagnostic centers for the educationally handicapped, and seven development centers for multihandicapped minors. Educational and related health services are also provided for pupils in hospitals and medical centers. For children confined to their homes, teleclasses and itinerant teachers are available. Supplementary services for exceptional children are provided through the liaison maintained with nine Area Diagnostic Learning Centers, parents and volunteers from the community, civic organizations, and local, state, and federal agencies. The expansion of facilities and auxiliary assistance reflects the continuous growth of educational and learning-related services for handicapped children in the District.

PARENT ORGANIZATIONS

School Advisory Councils exist in all of the special education schools. Parents and interested persons of the local school's community advise the school administrator about current problems, policies, curriculum and program development. Parent Guilds and Parent Groups have also organized at some schools to provide valuable ancillary services that include tutoring, crafts and other recreational activities, and additional chaperonage on school journeys.



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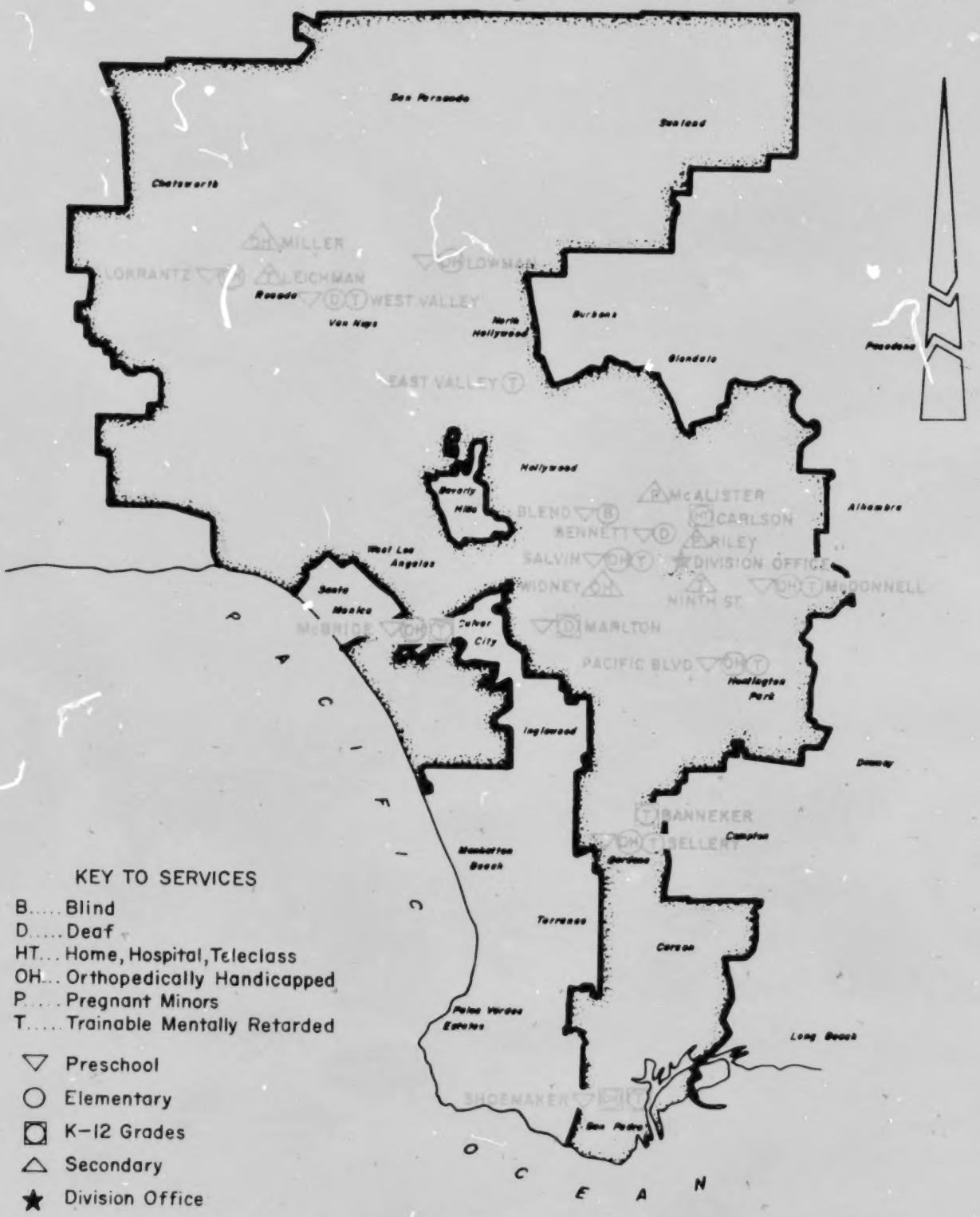
DIVISION OF SPECIAL EDUCATION
Elementary and Secondary Schools



KEY TO SERVICES

B.... Blind
D.... Deaf
HT... Home, Hospital, Teleclass
OH... Orthopedically Handicapped
P.... Pregnant Minors
T.... Trainable Mentally Retarded

▽ Preschool
○ Elementary
□ K–12 Grades
△ Secondary
★ Division Office

Los Angeles Unified School District

6

Section II

PHYSICALLY HANDICAPPED PUPILS

DEAF AND HARD OF HEARING

LEGAL DEFINITION/DESCRIPTION

These programs provide instruction that meets the individual needs of pupils who have communication handicaps resulting from varying degrees of hearing impairment. (California Administrative Code, Title 5, Section 3600a, b)

ELIGIBILITY/PLACEMENT PROCEDURES

DEAF: A minor is deaf when any of the following descriptions applies:

1. The hearing loss in the better ear is from 70 decibels in the speech range to inability to distinguish more than two frequencies at the highest measurable level of intensity, with the result that speech and language cannot be understood or acquired through the sense of hearing, even with sound amplification.
2. The hearing loss in the better ear averages 50 or more decibels in the speech range, and because of the sustained loss from babyhood or early childhood, language and speech are not learned through the unaided ear.
3. In the combined opinion of a hearing specialist and a qualified educator, the benefit of special education facilities should be provided for the deaf minor.

SEVERELY HARD OF HEARING: A minor is severely hard of hearing when any of the following descriptions applies:

1. The hearing loss in the better ear is from 45 to 70 decibels in the speech range and, as a result, the delayed speech and language development hampers progress in a regular classroom at a rate commensurate with the intellectual ability of the minor.
2. The hearing loss in the better ear averages more than 30 decibels in the speech range, and the loss was sustained in babyhood or early childhood, resulting in delayed speech and language development.
3. The hearing loss in the better ear averages more than 30 decibels in the speech range, and the loss has been diagnosed by a licensed physician and surgeon to be progressive in nature, and that the minor needs placement in a special day class or integrated program because of delayed speech and hearing development.

MODERATELY HARD OF HEARING: A minor is moderately hard of hearing when all of the following descriptions applies:

1. The hearing loss in the better ear is from 20 to 40 decibels in the speech range, speech or language is impaired, and such impairment presumably is associated with the hearing loss.
2. The hearing loss interferes with progress in a regular classroom, and individual and educational needs indicate remedial instruction.
3. A licensed physician or surgeon, audiologist, teacher, or specialist, holding a credential in the area of speech and hearing handicapped, has assessed the extent of the minor's hearing impairment and has recommended remedial instruction.

In determining placement, consideration is given to the degree of the hearing loss, the onset and etiology of the loss, the level of communication skills, parent preference, location of residence, and past educational experiences. Evaluation and assessment are an ongoing process to ensure appropriate educational placement.

PROGRAM GOALS

Pupils will learn to communicate according to individual needs and potential. Communication skills will be developed through the teaching of speech, auditory training, lipreading, signs, finger spelling, reading, and writing. This goal will be realized for each hearing-impaired pupil through a program prescribing a combination of the above skills most educationally sound for the individual.

Pupils will learn to maximize the use of residual hearing through training with personal hearing aids and/or group amplification.

Whenever possible, hearing-impaired pupils will be given the opportunity to attend classes with hearing children, to help normalize their lives by participation and interaction with those who do not have hearing impairments.

PROGRAM OPERATIONS

Pupils from three through 21 years of age are served throughout the District.

Program teacher consultants serve special schools and integrated classes by introducing new materials and teaching techniques and by providing liaison between teachers in regular schools and teachers in this program.

SPECIAL DAY SCHOOLS: Three special education schools provide instruction for hearing-impaired pupils. Two of these schools offer the Total Communication Program and the other offers an Oral Program. Certificated teachers staff both programs.

INTEGRATED PROGRAM: Certificated teachers of the hearing impaired provide classroom instruction in regular elementary and secondary schools. Some hearing-impaired pupils attend selected academic classes with their hearing peers; all hearing-impaired pupils participate in the non-academic and general school activities.

ITINERANT TEACHER PROGRAM: Pupils of elementary and secondary ages who do not need special school or integrated class placement receive itinerant services from a certificated teacher of the deaf. These pupils attend their neighborhood schools and are provided with tutorial services.

CONTACT PERSON

Mrs. Mary Ann Mallis, Coordinator, Programs for the Deaf and Hard of Hearing; telephone 625-6141.

ORTHOPEDICALLY HANDICAPPED/CYESIS/ OTHER HEALTH IMPAIRED

LEGAL DEFINITION/DESCRIPTION

Developmental programs are offered for minors who have: serious impairments of locomotion or motor function; a physical illness or physical condition that makes attendance in regular day classes impossible or inadvisable; or a severe physical impairment that requires remedial physical education. (California Administrative Code, Title 5, Section 3600f, i)

ELIGIBILITY/PLACEMENT PROCEDURES

The attending physician recommends and a school physician approves the pupil's need for special services.

The pupil is placed in an instructional setting that best meets the particular need according to the nature of the handicap, the period of disability, and the grade placement of the pupil.

PROGRAM GOALS

Pupils will develop sensory, motor, and perceptual skills through special teaching techniques and teaching materials appropriate for their special needs and learning modes.

Pupils will develop maximum self-reliance through the use of modified equipment, furniture, and facilities in their immediate environment.

Pupils will learn techniques for maximum independence in an expanded environment through physical, occupational, and speech

therapy; through regular counseling and medical services; and through sequenced instruction by teachers and paraprofessionals trained to work with the physically handicapped.

CURRENT PROGRAM OPERATIONS

HOME, TELECLASS, HOSPITAL, HEALTH CENTERS: Multi-adaptive techniques of instruction are used by specially credentialed teachers in hospitals and by teachers with general credentials in the home.

Individualized instruction is provided in the home by itinerant teachers for qualified children in pre-kindergarten through grade 12, and for qualified children with an estimated period of disability of four weeks or more.

Many homebound pupils above grades 4-12 are taught by teleclass at home, hospital, and Health Center locations if the estimated disability period is at least six weeks.

ORTHOPEDICALLY HANDICAPPED: Instruction is provided for individual pupils or small groups through a developmentally-sequenced curriculum designed to meet each pupil's needs.

Programs are operating in nine special elementary schools, three special secondary schools, and one class in a regular school that serves asthmatic children from a nearby sanitarium.

Programs are available for impairments resulting from: cerebral palsy; poliomyelitis; infections of bone, joint, and tissue; congenital anomalies; trauma; tumors; developmental diseases; and other health-impairing conditions.

PROGRAM FOR PREGNANT MINORS (CYESIS): Referrals are made through the home school after a physician's diagnosis of pregnancy, or voluntary transfer to a special school may be requested at this time by the pupil or her parents. (Program operations will conform to the final regulations of P.L. 92-318, Title IX-1972 Education Amendments, as they affect pregnant minors.)

Referrals may be made for teleclass or home instruction in some extenuating circumstances.

CONTACT PERSONS

Dr. Dorothy Carr, Coordinating Principal, Orthopedically Handicapped and Other Health-Impaired Programs; telephone 833-7059.

Dr. Virgil Fornas, Coordinating Principal, Home, Hospital, and Teleclass Programs, 936 Yale Street; telephone 625-6746.

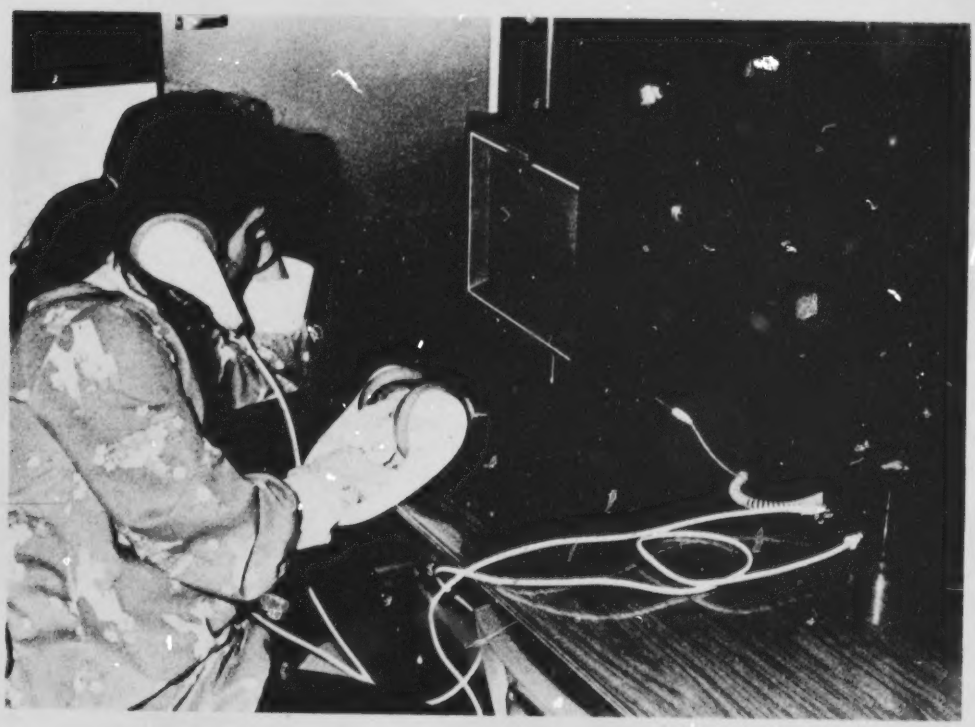
Dr. Marjorie Huserik, Coordinating Principal, Program for Pregnant Minors (Cyesis), 936 Yale Street; telephone 625-6748.

SPEECH AND LANGUAGE/SEVERE ORAL LANGUAGE/HANDICAPPED/APHASIC

LEGAL DEFINITION/DESCRIPTION

The Itinerant Speech and Language Program is a mandated service for minors that includes identification, assessment, and specialized instruction for pupils with disorders of speech, language, and hearing. (California Administrative Code, Title 5, Section 3600)

The Severe Oral Language Handicapped/Apnasic Program is conducted for pupils aged three to 21 who demonstrate severe disability in the comprehension and/or expression of oral language. (California Administrative Code, Title 5, Article 14, Section 3760)



ELIGIBILITY/PLACEMENT PROCEDURES

SPEECH AND LANGUAGE: Requests for speech and language screening/evaluation of pupils can be directed to the Speech, Language, and Hearing Specialist-Teacher who serves the local school.

Requests for screening of preschool children should be referred to the Speech, Language, and Hearing Office.

SEVERE ORAL LANGUAGE HANDICAPPED/APHASIC: Referrals may be made by a school staff member, parent, or community agency. An Area or special education Admission and Discharge Committee, composed of school personnel, reviews medical, psychological, and in-depth speech and language studies to determine a minor's eligibility.

PROGRAM GOALS

SPEECH AND LANGUAGE: Pupils will ameliorate their receptive and expressive speech and language skills through early assessment and individualized special instruction coordinated by the school speech and language specialist.

SEVERE ORAL LANGUAGE HANDICAPPED/APHASIC: Pupils will be provided with an individualized prescriptive program that includes cognitive, affective, and psychomotor areas to effect progress toward defined goals; and to return these pupils to regular class placement in their home schools, when appropriate.

CURRENT PROGRAM OPERATIONS

SPEECH AND LANGUAGE: Speech and Language Specialist-Teachers are assigned to special education schools and to regular schools. They provide diagnostic services, in-depth evaluations, and instruction.

A Supportive Personnel Program, supervised by the Specialist-Teacher, utilizes paraprofessionals to assist pupils with appropriately designed programmed materials for reinforcement of skills.

Directed teaching, by college students in public school settings, is coordinated with local universities.

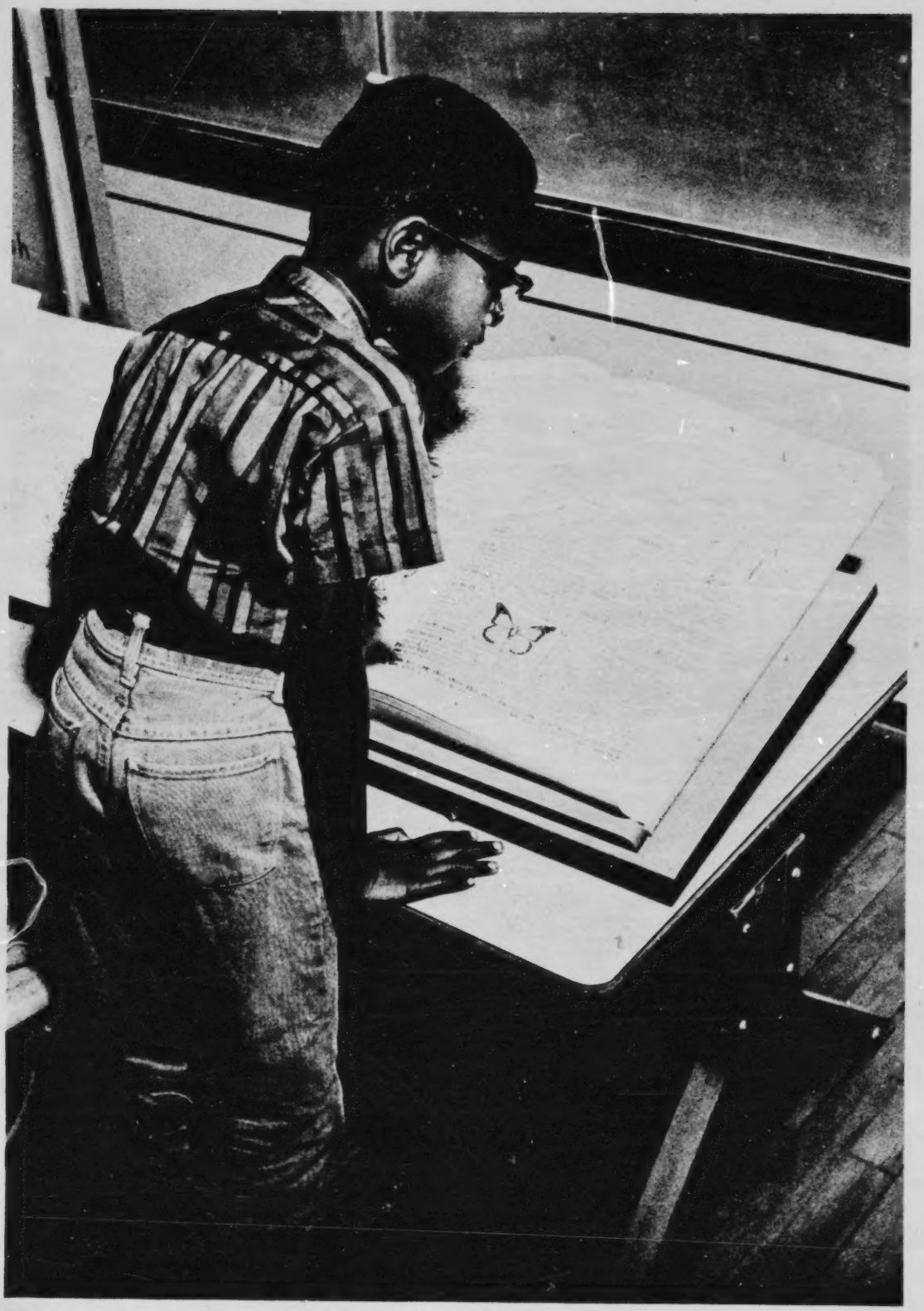
The expansion of pilot programs is continuing, in order to provide speech and language services when needed by children aged 12 months to 4 years, 9 months.

SEVERE ORAL LANGUAGE HANDICAPPED/APHASIC: A total of 60 preschool, elementary, and secondary classes in special education and regular schools receive individualized instruction in this program. Classes are limited to six pupils in preschool and lower elementary levels, and eight pupils in upper elementary and secondary levels. They are served by a credentialed Speech and Language Specialist-Teacher and a Special Education Trainee. Transportation is provided for pupils.

CONTACT PERSON

Program Supervisor, Speech and Language Program; telephone 625-6734.

Program Specialist, Severe Oral Language Handicapped/Aphasic Programs; telephone 625-6737.



VISUALLY HANDICAPPED

LEGAL DEFINITION/DESCRIPTION

Blind, partially sighted, and multihandicapped pupils with visual problems receive special services as mandated in the California Administrative Code, Title 5, Section 3600d, e.

A special program is provided for deaf-blind pupils with combined auditory and visual impairments that cause such severe communication, developmental, or educational handicaps that these pupils cannot be accommodated in programs solely for the hearing or visually handicapped. (P.L. 91-230, Title VI-C, Section 121.238a)

ELIGIBILITY/PLACEMENT PROCEDURES

BLIND: A minor is blind who comes within either of the following descriptions:

1. Visual acuity in the better eye, after the best correction, is 20/200 or less.
2. Visual loss is so severe that, for educational purposes, vision cannot be used as a major channel of learning.

PARTIALLY SEEING: A minor is partially seeing who comes within either of the following descriptions:

1. Visual acuity is 20/70 or less in the better eye, after the best correction, and vision can be used as a major channel of learning.
2. Vision deviates from the normal to such an extent that, in the combined opinion of a qualified educator and either a physician or surgeon or an optometrist, the minor can benefit from the special educational facilities provided for partially seeing children.

Placement in an instructional program is determined by the severity of the visual handicap as it relates to the educational need.

PROGRAM GOALS

An optimal visual environment for learning will be effected by providing special equipment and facilities.

Pupils will receive instruction from specially credentialed teachers, using audio, tactual, and magnification aids to develop the basic academic skills through adaptations needed for the visually handicapped.

Special emphasis will be given to the mastery of appropriate reading and writing skills; multisensory experiences will precede braille and beginning typing. Electrical devices will be used to train pupils to read print.

Pupils will participate in many enriching experiences to enhance self-confidence, to increase orientation and mobility skills, to promote their understanding of the environment, and to develop acceptable social skills for individual and group interaction.

Pre-vocational skills will be offered for pupils prior to graduation.

CURRENT PROGRAM OPERATIONS

DEAF-BLIND: Three special education schools offer programs for pupils who have serious visual-auditory handicaps. Instruction is based on the interrelationship of language instruction, motor development, and visual training. The programs emphasize a team teaching approach and include parent education.

RESOURCE TEACHER PROGRAM: Visually handicapped pupils are transported to a centrally located school where they attend regular classes and receive special instruction from a teacher credentialed to teach the visually handicapped. Program planning in the resource program is highly individualized and very flexible.

ITINERANT TEACHER PROGRAM: Visually handicapped pupils attend regular classes in local schools. They receive instruction from the regular teacher and special supplemental instruction from an itinerant teacher credentialed to teach the visually handicapped. The special services of the itinerant teacher may include instruction in basic skills and the use of appropriate special equipment, and the provision of special materials. The amount of time may vary from one to four times weekly.

SPECIAL SCHOOL PROGRAM: Transportation is provided for each of these programs:

1. Classes are set up for visually handicapped pupils who can benefit from a more intensive individualized program of instruction in small groups.

2. Children enter pre-school classes at age three. Paraprofessionals assist full-time mobility teachers and remedial physical education instructors in an extensive individualized program at this basic level.

3. A program for multihandicapped pupils (with visual handicaps plus two or more other handicaps such as orthopedic impairments, mental retardation, emotional problems, or communication problems) operates at special schools. Pupils aged 16 to 21 years may participate in workshop training.

ORIENTATION AND MOBILITY TRAINING: A program of orientation and mobility training for visually handicapped pupils in regular and special schools is designed to teach blind children how to travel safely and independently from one point to another. The program begins with pre-cane travel to develop conceptual and special skills, and progresses through cane skills to the ultimate goal of complete independence in daily mobility needs.

CONTACT PERSON

Miss Rosalie Calone, Coordinating Principal, Visually Handicapped Program; telephone 625-6739.

Section III

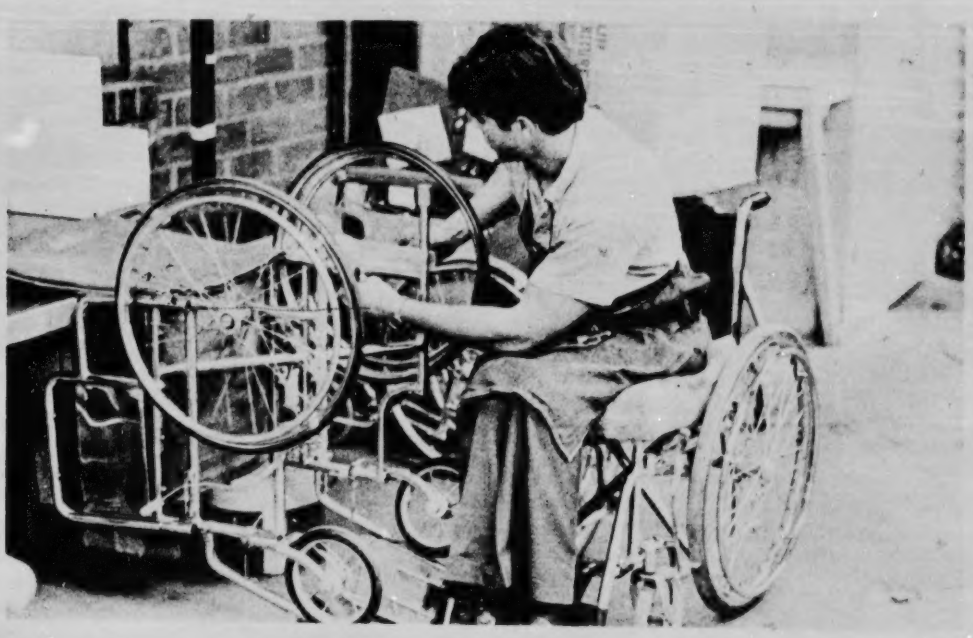
MULTIHANDICAPPED AND DEVELOPMENTALLY HANDICAPPED PUPILS

MULTIHANDICAPPED

LEGAL DEFINITION/DESCRIPTION

Transitional programs of special day classes for multihandicapped pupils between three and 21 years of age are designed to effect their eventual placement in an appropriate categorical program.

Such special day classes are to be approved in advance by the Superintendent of Public Instruction. (California Education Code, Section 6812.1)



ELIGIBILITY/PLACEMENT PROCEDURES

Pupils are eligible for service if they have two or more unrelated handicaps requiring a variety of services that are beyond the scope of those provided in any one categorical program, and that require significantly different educational strategies from those normally used in any one categorical program.

DEAF-BLIND: Pupils are deaf-blind if either of the following descriptions is applicable:

1. Hearing acuity conforms with California Administrative Code, Title 5, Section 3600a, b, or c, and visual acuity conforms

with California Administrative Code, Title 5, Section 3600d or e.

2. Hearing and visual problems compound in a manner that requires placement in a class for deaf-blind pupils.

OTHER MULTIHANDICAPPED: Pupils who are eligible for two or more special education programs and who require significantly different educational placement in order to achieve their educational potentials, qualify for placement in an OMH class.

PROGRAM GOALS

Pupils will receive individualized instruction to neutralize or overcome behaviors that prevent placement in a categorical program; and to elicit behaviors that will produce success in academic, motor, and social areas when enrolled in a categorical program.

Instruction will be given that will increase mobility to enable these pupils to participate in other programs for individuals with exceptional needs.

PROGRAM OPERATIONS

Classes are located in 21 special education schools and in regular schools throughout the District.

Direct instruction is provided by one specially credentialed teacher and one trainee per class.

Support services include the school physician, school nurse, school psychologist, program curriculum specialist, special instructional resources, and home-to-school bus transportation.

Program growth is restricted by legislation to an annual overall state allocation of 50 classes.

CONTACT PERSON

Mr. William E. Starr, Coordinator, Mentally Exceptional Programs; telephone 625-6717.

DEVELOPMENT CENTERS FOR THE HANDICAPPED

LEGAL DEFINITION/DESCRIPTION

Special centers and programs are established and maintained for physically handicapped and mentally retarded pupils between three and 21 years of age. (California Education Code, Section 6880-6880.50)

ELIGIBILITY/PLACEMENT PROCEDURES

Recommendation for placement is made by an admissions committee consisting of at least three persons: a licensed physician, a psychologist holding a credential authorizing the administration of individual examinations, and the supervising head teacher of the development center where the pupil may be admitted.

Pupils may be eligible if all of the following apply:

1. They are found to be ineligible for enrollment in a regular day class.
2. They are found to be ineligible for enrollment in special education programs maintained by the school district.
3. They are found to have one or more of the following: a serious impairment of locomotion, a severe orthopedic condition, or

some other severe disabling condition originating in physical impairment or severe mental retardation.

4. They can participate in at least one aspect of the program without danger to themselves or others in the performance of daily activities.

PROGRAM GOALS

Pupils will receive placement and training at an early age, to significantly reduce the need for institutional placement and the subsequent physical dislocation from their families.

Pupils will profit by personalized instructional experiences and training in self-help, involving eating, toilet training, grooming, motor development, and social adjustment.

Family units will be strengthened and parents may seek employment when relieved of the 24-hour care of severely handicapped children.

CURRENT PROGRAM OPERATIONS

An intensive year-round training program includes instruction by one permit teacher and two trainees for every ten pupils served in the seven development centers, six hours per day.

A head teacher supervises the program of instruction and the guidance and care of pupils.

The admissions committee makes periodic reviews and recommendations regarding the continuance, transfer, or discharge of enrolled pupils.

Ancillary services are provided as indicated, by the school nurse, speech and hearing teacher, school psychologist, school physician, physical therapist, or remedial physical education teacher.

CONTACT PERSON

Mr. William E. Starr, Coordinator, Mentally Exceptional Programs; telephone 625-6717.

Section IV

LEARNING HANDICAPPED PUPILS

EDUCATIONALLY HANDICAPPED/AUTISTIC

LEGAL DEFINITION/DESCRIPTION

These programs are for minors who, by reason of marked learning or behavior disorders, require special education programs with the goal of preparing them to return to the regular school program. The disorders may be associated with a neurological handicap, specific behavior disorder, or emotional disturbance, and shall not be attributable to mental retardation. (California Education Code, Section 6750)

A program for autism was mandated as of July 1, 1975. (California Education Code, Section 6751.1) Characteristics of the autistic are defined as a combination of the following:

1. Inability to use oral language for appropriate communication
2. A history of not relating to people appropriately and continued impairment in social interaction
3. An obsession to maintain sameness
4. Preoccupation with objects and/or inappropriate use of objects
5. Extreme resistance to controls
6. Disturbance in the development of motility, evidenced by peculiar motoric mannerisms and motility patterns

ELIGIBILITY/PLACEMENT PROCEDURES

Medical, educational, and psychological evaluations are developed by qualified personnel for each pupil who is having marked learning or behavior difficulties.

Area Admission and Discharge Committees, composed of school personnel in the legally specified disciplines, screen these reports and determine the eligibility of each pupil.

An annual review is made of each pupil's progress and placement, as required by law.

PROGRAM GOALS

Pupils' academic, emotional, and behavioral handicaps will be ameliorated through educational instruction and psychological strategies appropriate to their individual needs.

Pupils will participate in specific remedial experiences that will facilitate their return to a regular classroom.

AUTISTIC: Pupils will give evidence of progress in appropriate behavior, communication, socialization, and academic and pre-academic self-help skills through specific experiences directed by specially credentialed teachers.

CURRENT PROGRAM OPERATIONS

Diagnostic classes are available for pupils from four years, nine months to seven years, nine months of age.

All programs are district-wide, and requests for services to meet specific individual needs may be made through the school principal or the program office.

LEARNING DISABILITY GROUPS: Instruction is provided in groups limited to eight pupils per session, for not more than half of a regular school day; students attend a regular program for the remainder of the school day.

SPECIAL DAY CLASSES: Classes are limited to a maximum of twelve pupils, taught by a full-time teacher, with a classroom aide.

AUTISTIC: Instruction is provided in individual prescriptive programs developed according to the needs of the pupils, in classes limited to six pupils, with a full-time teacher and a classroom aide.

CONTACT PERSON

Dr. Eugene Greenfield, Supervisor, Programs for the Educationally Handicapped and Autistic; telephone 625-6713.

EDUCABLE MENTALLY RETARDED

LEGAL DEFINITION/DESCRIPTION

Special curricula, instruction, and facilities are provided for minors of compulsory school age and for students less than 21 years of age whose intellectual development will benefit from instruction in special classes more than in ordinary classes. (California Education Code, Sections 6901-6934)

Individual social and vocational counseling, special occupational training, individualized and amplified driver training are provided by qualified teachers. (California Education Code, Sections 6912.5, 17305.7)

ELIGIBILITY/PLACEMENT PROCEDURES

Written permission from the parent or guardian must be secured to conduct an individual evaluation of the pupil's health and developmental history, or social and educational adjustment, according to standards established by the State Board of Education.

An individual recommendation for the pupil's placement in a special class must be made by a local admission committee.

Written permission from the parent or guardian must be given to enroll the pupil in a special class.

PROGRAM GOALS

Pupils will increase their social adjustment, health, and academic skills as fully as possible, through flexible, individualized instruction in vocationally-oriented courses of study.

Pupils will develop marketable skills through personalized guidance and instruction, on-campus and off-campus vocational training, and driver education and training.

CURRENT PROGRAM OPERATIONS

Evaluation and the recommendation for placement are made by a local admission committee, composed of an administrator, an experienced special education teacher, a school nurse, and a school psychologist or other authorized pupil personnel worker who has examined the child.

Specially credentialed teachers provide individualized academic and vocational instruction in special day classes or in integrated regular classes under special conditions, and in workstudy and driver education classes.

Selected pupils with special needs receive intensive individual reassessment and instruction in Area Diagnostic Learning Centers. Their home teachers receive individual instructional and behavioral prescriptions when the pupil returns to the home school, and on-site follow-up assistance for teacher and pupil is given by the center's resource teacher during scheduled visits to the home classroom.

Periodic reassessment by qualified certificated personnel is mandated. Each pupil's progress in academic, health, vocational, and social adjustment skills is evaluated.

CONTACT PERSON

Mr. William E. Starr, Coordinator, Mentally Exceptional Programs; telephone 625-6717.

TRAINABLE MENTALLY RETARDED

LEGAL DEFINITION/DESCRIPTION

This program is mandated for mentally retarded minors who do not come within the provisions of the California Education Code, Section 6901, who are from six to 21 years of age, and who may be expected to benefit from special education facilities designed to educate and train them to improve their self-acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment. (California Education Code, Section 6903-6934)

ELIGIBILITY/PLACEMENT PROCEDURES

Pupils are tested by a school psychologist; case records must be reviewed by an admission and discharge committee composed of a school psychologist, a school nurse, an experienced special education teacher, and an administrator.

Minimum eligibility requirements include retardation severe enough to preclude enrollment in classes for the educable mentally retarded, and a degree of physical, mental, emotional, and social stability that will enable the pupil to profit from special instruction and training procedures.

Pupils receive conditional assignments or trial placements subject to review by the admission committee, and are grouped according to social competence rather than by grade level.

PROGRAM GOALS

Pupils will develop greater competencies in self-care, socially adaptive behavior, and sensory and motor skills, through specially designed curricula.

With instruction from credentialed teachers, pupils will learn economically useful skills that can benefit them in a home or in a sheltered workshop situation.

CURRENT PROGRAM OPERATIONS

Instruction is conducted by specially credentialed teachers in a systematically-designed curriculum that is based on a careful initial appraisal and periodic reviews of each pupil's potentials, developmental progress, and needs.

Special services are provided that include speech and hearing, home management training, rehabilitation counseling, and on-campus and off-campus vocational training.

Programs are operating in 11 schools throughout the school district.

CONTACT PERSON

Mr. William E. Starr, Coordinator, Mentally Exceptional Programs; telephone 625-6717.

Section V

INSTRUCTIONAL SERVICES

DRIVER EDUCATION FOR EXCEPTIONAL STUDENTS

LEGAL DEFINITION/DESCRIPTION

Classroom and laboratory (behind-the-wheel) instruction are mandated by the State Legislature for physically, mentally, or educationally handicapped pupils. Supportive funds are allocated by the California Education Code, Section 17305.7 from the "Penalty Assessment Fund," up to $200 for each participating pupil.

ELIGIBILITY/PLACEMENT PROCEDURES

Pupils must have attained a minimum age of 15½ years, but must not have reached a maximum age of 21 years.

The consent of parent or guardian is required if a pupil is under 18 years of age.

Medical approval for each pupil must be authorized by District medical personnel.

Satisfactory completion of the classroom course in driver education is required, either prior to or concurrent with behind-the-wheel training.

PROGRAM GOALS

Pupils will successfully complete the California Driver's Tests and receive a Driver's License, after instruction in courses tailored to their specific abilities and needs.

Pupils will develop and practice good safety habits as drivers and as pedestrians, and will be prepared

for maximum mobility in work and recreation, through individualized instruction.

CURRENT PROGRAM OPERATIONS

Regular school day instruction in driver education classrooms is taught by qualified teachers. Behind-the-wheel instruction is given by teachers with special credentials, during the regular school day, in after-school classes, and in Saturday classes.

Schedules are arranged for schools both on a rotating basis and "as needed."

Specialized equipment for specific impairments is installed in training automobiles.

Specially designed audio-visual and curriculum materials tailored to pupils' needs are used for classroom instruction. These materials are based on California laws for drivers and pedestrians and emphasize information that will prepare pupils to pass the tests administered by the Department of Motor Vehicles.

CONTACT PERSON

Mr. Richard Brand, Program Specialist, Driver Education for Exceptional Pupils, Marengo Center, 1200 Cornwell Street, Room 208, Los Angeles 90033; telephone 625-6151.

EARLY CHILDHOOD EDUCATION

LEGAL DEFINITION/DESCRIPTION

The program serves special needs of young children by providing a developmentally appropriate curriculum. In addition, supplementary services are arranged for children with special needs; these include speech therapy, physical therapy, educational strategies, and a Parent Involvement Program.

The Federal Register, Section 121d.15, states: "Preschool and early education refers to a period from birth to the time a child would normally complete the third grade. The term includes the prenatal period where there is evidence that a handicapped child will be born."

ELIGIBILITY/PLACEMENT PROCEDURES

Children are eligible for placement as determined by diagnosis of the following medical, speech, or audiological impairments: deaf, blind, deaf/blind, hard of hearing, aphasic, autistic, orthopedically handicapped (including health impaired), or multiply handicapped.

All children are eligible for services if they are physically handicapped and/or have communication disorder(s) and are from three to five years old.

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Autistic children may enter at four years, nine months of age, and mentally retarded children at age six. Placement of these youngsters is determined by an admission and discharge committee composed of at least four members: the school psychologist, the school physician, the principal, and the program supervisor. Economic status is not a factor in determining eligibility.

PROGRAM GOALS

Programs will be developed that expressly provide for the developmental needs of young children and for the specific needs created by their handicaps.

Parent Education and Involvement Programs will help parents strengthen present competencies and learn new skills needed for rearing their young handicapped children.

Inservice programs and consultant services for teachers will be given to broaden their knowledge of program development and instructional techniques for very young children.

CURRENT PROGRAM OPERATIONS

Young children are referred by a variety of community organizations and public agencies. The most recent ethnic survey indicates that the handicapped minority population parallels the ethnic percentages of the district.

Preschool children attend classes for a daily minimum of three hours and school-aged children follow regular time requirements, based on the district's calendar. Bus transportation is provided.

Approximately 300 preschool handicapped children and 800 handicapped children aged 5 to 8 are served in 14 Special Education Schools and in 27 special classes in regular schools throughout the district.

CONTACT PERSON

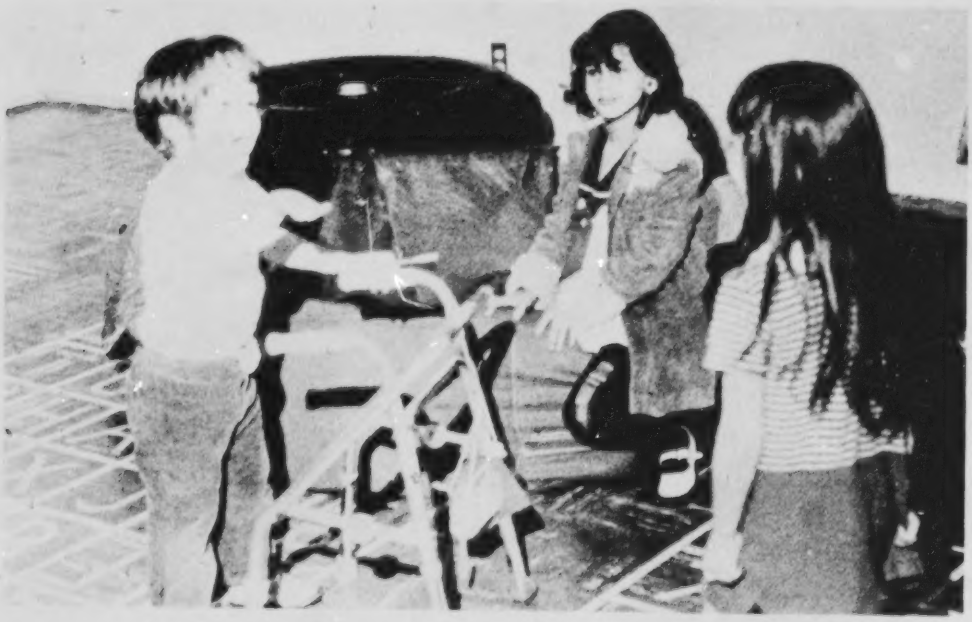
Mrs. Beatrice Gold, Coordinator, Early Childhood Education Program; telephone (213) 625-6729.

PROJECT INTERACTION

LEGAL DEFINITION/DESCRIPTION

The Division of Special Education and the designers of the California Master Plan for Special Education are committed to the goal that..."public education must offer special assistance to exceptional individuals in a setting which promotes maximum interaction with the general school population and which is appropriate to the needs of both."

Project Interaction is designed to integrate selected handicapped pupils (in special schools and special day classes) and nonhandicapped pupils in regular schools in a program of various mutually beneficial academic, social, and recreational activities.



ELIGIBILITY/PLACEMENT PROCEDURES

Project activities are available to all pupils regardless of age or exceptionality. The majority of handicapped pupils will be required to achieve a satisfactory adjustment within a predominantly normal society. Therefore, they need early experiences in a context of normalcy, reality, and competition.

Administrators and teachers of regular and exceptional pupils volunteer to participate in this program.

PROGRAM GOALS

Develop coordinated interaction activities that will mutually benefit both handicapped and nonhandicapped pupils.

Give assistance to participating teachers in developing interaction activities that are appropriate for the needs and interests of their pupils.

Foster positive attitudes about exceptional pupils by involving regular school staff in interaction events and projects.

Provide opportunities for parents and citizens of the community to develop a greater awareness and understanding of handicapped pupils.

CURRENT PROGRAM OPERATIONS

Interaction activities are involving nonhandicapped pupils with blind, deaf, orthopedically handicapped, trainable mentally retarded, and educationally handicapped pupils.

Preschool, elementary, and secondary pupils in 16 of the 21 special schools are participating in varied interaction activities.

CONTACT PERSON

Mr. Clifford A. Leviton, Consultant, Project Interaction; telephone 625-6729.

PROJECT MAINSTREAM

LEGAL DEFINITION/DESCRIPTION

Project Mainstream supplies individual assistance to pupils with orthopedic or other health impairments who may need particular accommodations in order to receive the full benefit of a regular school education. (Education Code, Section 6802; California Administrative Code, Title 5, Section 3600)

ELIGIBILITY/PLACEMENT PROCEDURES

Medical experts identify the orthopedic or other health impairments.

Local school or Area personnel establish the need for specific assistance and make the referral for Mainstream services.

PROGRAM GOALS

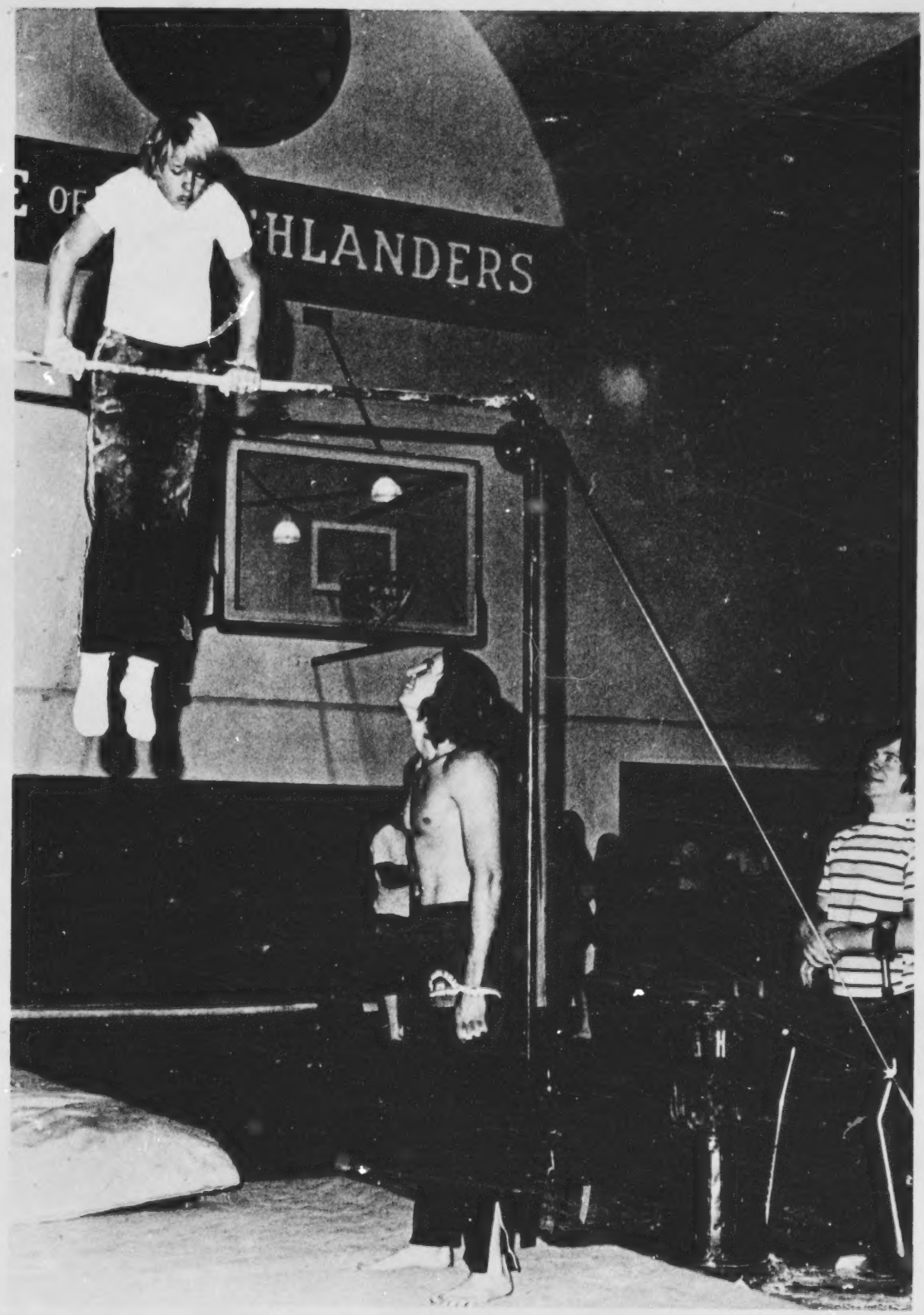
Locate or arrange the individualized assistance that will help any impaired pupil, while enrolled in a regular school, cope with a problem that limits his functioning in the regular school's program.

Design and develop tutorial services, mechanical devices, supplemental transportation, etc., uniquely tailored to a particular exceptional pupil's need.

CURRENT PROGRAM OPERATIONS

The target population receives supplemental support services in Kindergarten through Grade 12, throughout the District.

Pupils receive help with the articulation process when transferring from a special education facility to a regular school. Appropriate support is arranged to make the transition as smooth as possible for "mainstreamed" pupils.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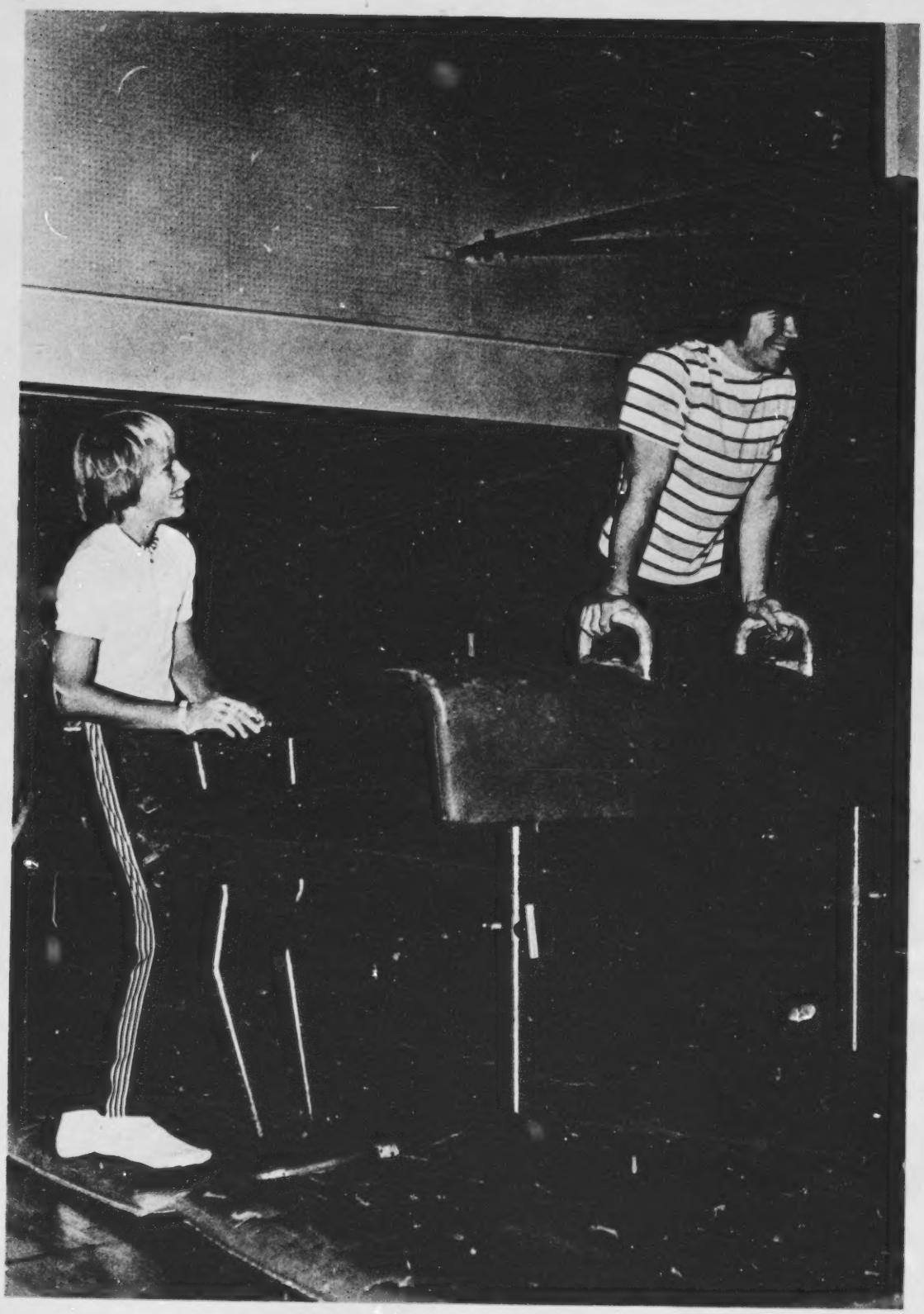


Examples of personalized services rendered through this program:

1. Arranging with credentialed personnel or with local colleges for individual tutorial or counseling assistance for pupils
2. Arranging special transportation (other than by school bus) for pupils who, otherwise, might have to enroll in special schools in order to secure transportation
3. Providing an aide to assist a physically limited pupil who must negotiate two flights of stairs enroute to classrooms in a regular school
4. Arranging for a public service organization to supply a tape recorder for the exclusive use of a pupil who needs to take notes but has extremely limited manual control
5. Providing assistance with pupils' applications to receive supplementary services from the State Department of Rehabilitation

CONTACT PERSON

Mr. Eugene Bolyanatz, Coordinator, Project Mainstream; telephone 625-6769.

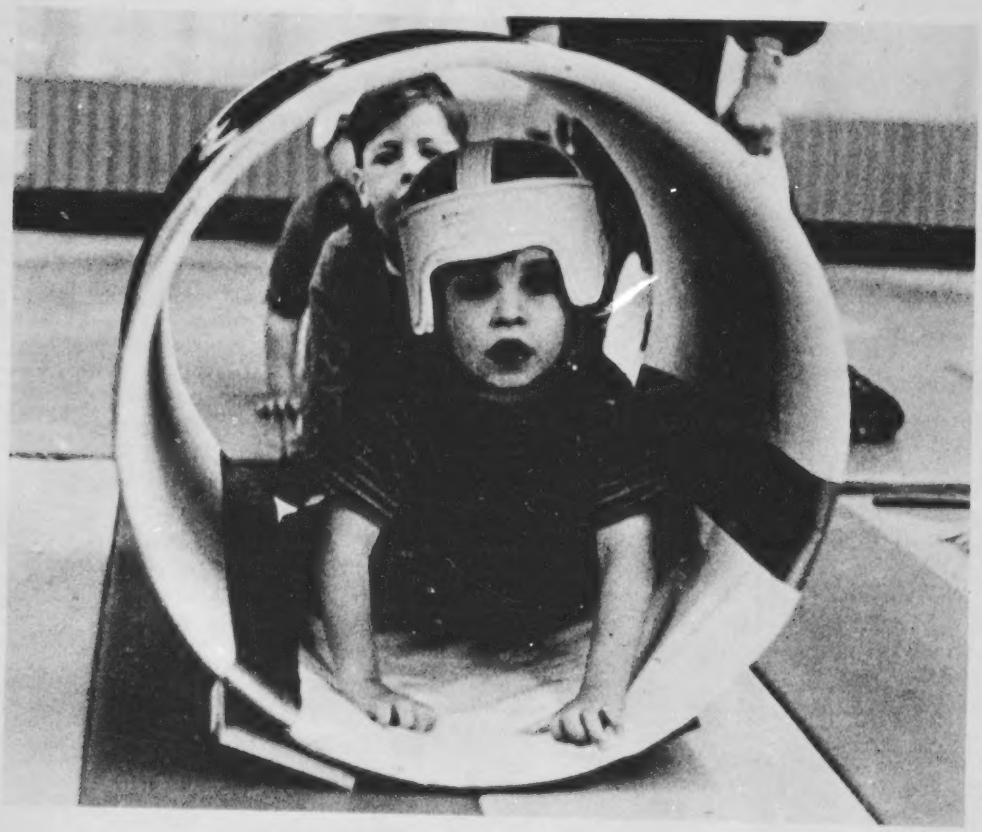
REMEDIAL PHYSICAL EDUCATION

LEGAL DEFINITION/DESCRIPTION

The program is designed for eligible pupils who have physical handicaps of such severity as to prevent normal participation in general physical education classes or in physical education classes designed to meet the needs of pupils with minor or moderate physical defects. (California Administrative Code, Title V, 18102,3,c, and Section 194.1)

ELIGIBILITY/PLACEMENT PROCEDURES

Admission requires the diagnosis, by a licensed physician, of severe sensory impairment; serious impairment of locomotion; severe cardiovascular, respiratory, glandular, or postural condition; or other severe physical condition.



Recommendation for assignment to or removal from remedial physical education classes is made only by a committee whose members include a physician and surgeon, physical education teacher, nurse and health coordinator or chairman of the school health committee, and a certificated employee assigned to special education, counseling, or guidance activities.

PROGRAM GOALS

Each pupil will develop greater control of the less permanently afflicted body parts and will develop skills and activities to achieve maximum physical performance by participating in instruction designed to remediate or improve specific motor coordination.

Pupils will grow in social, emotional, and intellectual interaction as they participate in coordinated, developmental motor activities.

CURRENT PROGRAM OPERATIONS

Assessment is made by the committee, for placement in a particular class for a minimum of six weeks or for permanent assignment, depending on the severity of handicaps.

Pupils receive instruction and guidance by teachers and counselors with special credentials, in a coordinated program of motor, recreation, and physical fitness skills, including rhythms and swimming. These activities help pupils achieve their greatest potential in physical performance and contribute to their social and emotional growth.

CONTACT PERSON

Mr. Lyonel Avance, Advisor, Remedial Physical Education Program; telephone 625-6750.

Section VI

SPECIALIZED PUPIL AND STAFF SUPPORT SERVICES

OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

LEGAL DEFINITION/DESCRIPTION

Occupational training and work experience are provided for physically handicapped and learning handicapped students in special education schools and special classes in regular schools, primarily at the secondary level. (California Administrative Code, Title 5, Sections 3407, 3477; California Education Code, Sections 6818, 6912.5)

ELIGIBILITY/PLACEMENT PROCEDURES

Physical handicaps include orthopedic, deaf and hard of hearing, blind and partially-sighted, heart, epileptic, and diabetic. Emotional, learning and educational impairments, and other limiting disorders also qualify students for occupational education services.

Verification of each student's handicap is given by a physician. Medical and cumulative records are reviewed by the school nurse.

Assignments to vocational training and workstudy programs are appropriate for the student's abilities and handicaps.

PROGRAM GOALS

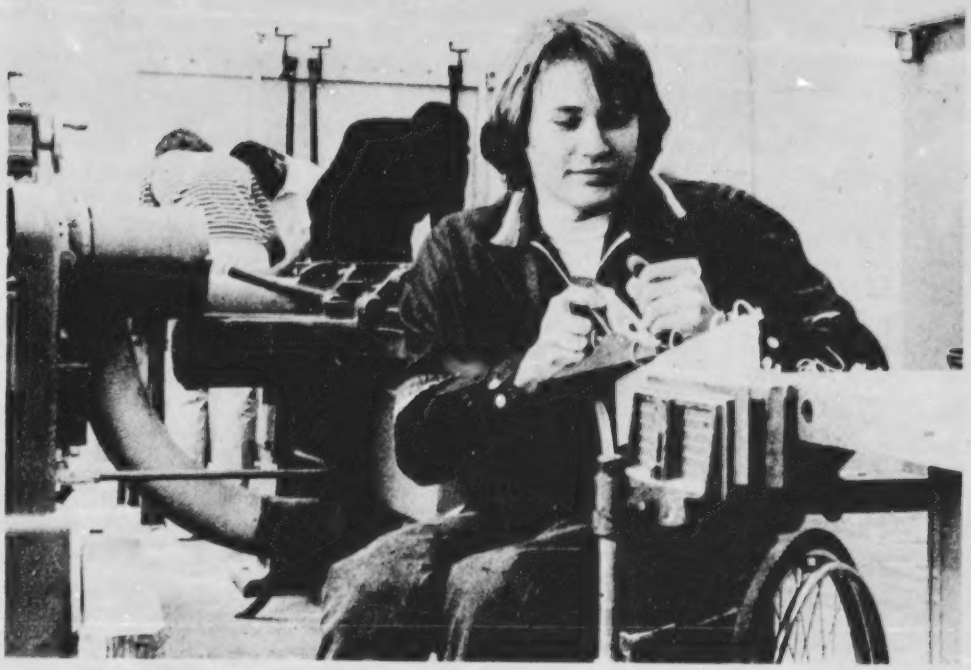
Students will utilize the remedial and academic instruction, skills, training, work experiences, and pre-occupational counseling that are conducted by qualified personnel in order to develop a marketable vocational skill and to plan realistic job and educational goals.

Students will refine job skills and attitudes during exploratory and regular work experiences in school placements, outside placements, paid or unpaid employment, in Work Experience Programs, and in Occupational Center Programs.

CURRENT PROGRAM OPERATIONS

EDUCABLE MENTALLY RETARDED: Vocational counseling and training are given during the four-period core program, in special and integrated classrooms with certificated teachers.

On-campus and off-campus workstudy experiences are provided as well as liaison with non-profit transitional workstudy facilities. Workstudy advisers canvass local businesses to secure job placements for students.



PHYSICALLY HANDICAPPED, OTHER LIMITING DISORDERS: Counseling, skills training, and special equipment are utilized by certificated personnel so as to enable graduating handicapped students to obtain jobs.

"Job-ready" handicapped graduates are matched to compatible job openings, with individual follow-up help to ensure their success as employees.

Program staff members contact employers and community organizations to develop their awareness of handicapped graduates' job skills and their potential value as employees.

Job placement services are provided for all handicapped students, year-round, in 55 regular high schools. Special emphasis is given for the orthopedically handicapped at Widney and Miller High Schools, and for the deaf on the secondary levels at Marlton School.

CONTACT PERSON

Mr. Morris E. Hay, Coordinator, Occupational Education Program; telephone 625-6721.

PUPIL SERVICES

LEGAL DEFINITION/DESCRIPTION

School psychologists and pupil services and attendance counselors provide specialized assistance for handicapped pupils, their teachers, and their parents.

ELIGIBILITY/PLACEMENT PROCEDURES

Counseling and psychological services are available to all pupils who attend special education schools and classes.

PROGRAM GOALS

Arrange assistance for teachers and other school staff with planning, implementing, and evaluating educational services, instructional strategies, and behavior management techniques for individual pupils.

Provide counseling for pupils that will expedite their movement to less restrictive, alternative placement in schools, classes, or programs.

SCHOOL PSYCHOLOGISTS: Credentialed psychologists will determine pupil eligibility and the need for special placement or services,

develop appropriate educational plans for individual pupils' needs, evaluate pupil progress, and modify educational plans as needed.

PUPIL SERVICES AND ATTENDANCE COUNSELORS: Specially credentialed counselors will facilitate home-to-school communication and understanding, and increase school-to-agency cooperation in serving the needs of the exceptional pupil and the family.

CURRENT PROGRAM OPERATIONS

SCHOOL PSYCHOLOGISTS: Individual and group counseling on school-related matters is arranged for pupils. The learning characteristics and social behaviors of pupils are discussed in consultations with their teachers and other appropriate school personnel. In parent conferences, pupils' educational goals, placement options, and available services are explored. Follow-up counseling is provided for parents about the educational progress and social adjustment of their children.

PUPIL SERVICES AND ATTENDANCE COUNSELORS: Liaison is provided between the school and community service agencies, with appropriate agency help for families, when needed. Resource assistance is available on legal issues related to school attendance or the welfare of pupils.

REQUESTS FOR PLACEMENT IN NON-PUBLIC SCHOOLS: Exceptional children for whom the district has no appropriate placement can request tuition funds for private school attendance. (Education Code, Sections 6870-6874.6) Requests and applications are processed for these children.

CONTACT PERSON

Dr. Stella Cable, Coordinator, Pupil Services Program; telephone 625-6718.

SPECIALLY FUNDED PROGRAMS

LEGAL DEFINITION/DESCRIPTION

State and federal subventions provide special funds to enrich educational programs and services for handicapped pupils. These additional dollar resources are allocated on a grant basis, for specific projects. Grants may be awarded under: Titles I, II, and IV-C of the Elementary and Secondary Education Act (ESEA); the National Defense Education Act (NDEA); the Vocational Education Act (VEA); and Title VI-B and Title VI-C of the Education for the Handicapped Act (EHA).

ELIGIBILITY/PLACEMENT PROCEDURES

Pupils with recognized handicaps are eligible for supplementary services to assist them in overcoming some of the learning restrictions that may accompany their handicaps. Some handicapped pupils, in addition to physical and/or mental limitations, may also be limited by substandard home conditions, and are eligible for compensatory services.

PROGRAM GOALS

Supplementary and compensatory programs and services will be provided to more effectively assist teachers with individualized instruction, and to help pupils achieve their optimum development.

Resources will be supplied to enable teachers to add enrichment and innovation to their instruction and to the pupils' learning environments.

New areas and programs will be developed to secure employment for the handicapped.

PROGRAM OPERATIONS

Handicapped pupils are currently receiving funds for eight projects:

1. Disseminating "System FORE," an innovative approach to individualized instruction
2. Validating the "System FORE" inventories for language, mathematics, and reading
3. Computerizing "System FORE" to provide immediate pupil-based information for preparing, prescribing, and delivering instruction
4. Developing new procedures for speech specialists to serve regular elementary schools as resource specialists
5. Providing an "outreach" program for professionals who are interested in the special early childhood education program, Dual Education Approach to Learning (DEAL), that integrates instruction for young handicapped and nonhandicapped pupils
6. Integrating handicapped pupils in established Children's Centers for the nonhandicapped
7. Enriching language arts and mathematics programs for handicapped pupils from economically limited families and culturally deprived backgrounds
8. Providing vocational education and rehabilitation guidance for handicapped pupils in secondary schools

CONTACT PERSONS

Dr. Louis Bernoff, Mr. Patrick Estes, and Mr. Robert Williams, Coordinators, Specially Funded Programs; telephone 625-6726.

SPECIAL HEALTH PROGRAMS AND SERVICES/AUDIOLOGY

LEGAL DEFINITION/DESCRIPTION

Extensive health services and programs are available for all pupils who are identified as handicapped, in conformance with the appropriate sections of the California Education Code and the California Administrative Code, as described in the aforementioned special education programs.

ELIGIBILITY/PLACEMENT PROCEDURES

Identification and eligibility of pupils with physical, emotional, and educational handicaps are determined through health examinations by qualified medical personnel.

Placement is determined during health consultations with individual parents and the appropriately credentialed school personnel.

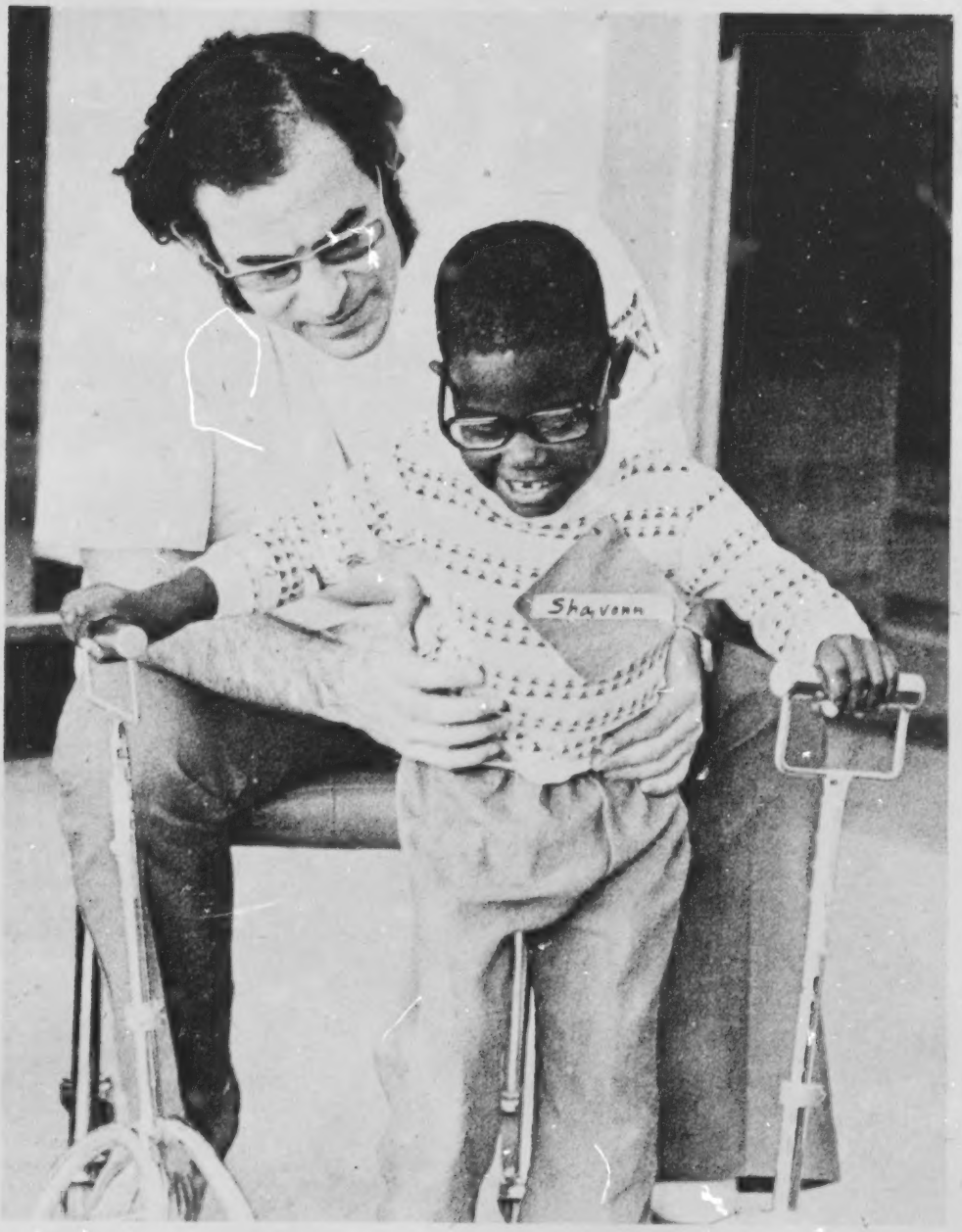
PROGRAM GOALS

Medical and school health personnel will develop specialized health services to remediate health problems and will assist pupils to adjust to irremediable health problems.

Re-evaluation of the pupils' health status will be an ongoing process.

The parent, the pupil, and the appropriate school staff will be actively involved in the health assessment, improvement, and re-evaluation of the pupil's health status.

Pupils needing medical services will be referred to appropriate community resources, both public and private.



Handicapped pupils will be referred to classes in regular schools as soon as they are able and ready to return.

CURRENT PROGRAM OPERATIONS

MEDICAL: A licensed school physician serves pupils in every special education school and all exceptional pupils in regular schools. Medical diagnoses, identification of impairments, program placement, and re-appraisals of pupils' progress are provided.

Health consultations are scheduled with individual pupils, their parents, and appropriate school personnel to correct remedial handicaps and to ameliorate severe limitations.

Follow-up conferences are arranged as indicated, with parents, the family's doctor, participating school personnel, or appropriate community agencies.

Additional health services are available, as requested, including treatment by the dentist, opthalmologist, otologist, and a mental health team. Physical therapy, orthopedic, and pediatric services are provided by the liaison maintained with Crippled Children's Services.

NURSING: School nurses are assigned on a full-time basis to all special education schools, except two with small enrollments.

School nurses are actively involved in the identification, assessment, parent counseling, and continuing health supervision of all exceptional children.

In addition, school nurses are involved in health education, inspections of school plants for safety and sanitation, and readmissions and exclusions of pupils.

Additional school nursing responsibilities include follow-up on mandated immunizations, the tuberculosis school test program, and first aid for accidents and illnesses.

AUDIOLOGY: The deaf and hard of hearing are offered the following services:

1. Audiologic evaluation in an acoustically isolated test suite
2. Adjustment of classroom auditory training units to fit the individual needs of pupils
3. Inservice instruction to teachers on effective uses of audition in the communicative process
4. Liaison between schools and community to ensure efficient use of amplification for hearing-impaired pupils.

CONTACT PERSONS

Dorothy Lyons, M.D., Director, District Health Services Branch; telephone 625-6319.

Victor Garwood, Ph.D., Senior Audiologist, District Health Services Branch, 1061 Temple Street - Room 211; telephone 625-6141.

Mrs. Lillian Casady, P.H.N., Director, District Nursing Services; telephone 625-6331.

INSTRUCTIONAL PLANNING, DEVELOPMENT, AND SERVICES

LEGAL DEFINITION/DESCRIPTION

The Instructional Planning, Development, and Services Program officially began its function as a distinct, District-funded special education program in September, 1975. It was organized to coordinate the expanding instructional services and resources throughout the Division of Special Education and to accommodate the continued requests from special education schools, teachers, and programs. The primary responsibility of the program is that of providing services in four major categories: curriculum development, inservice and staff development, instructional resources, and media production.

PROGRAM GOALS

The goals of the program for 1975-1976 are to:

1. Provide instructional services and resources based directly on the needs and priorities of special education.
2. Improve communication to and from field personnel.
3. Improve and expand inservice for special education personnel.
4. Improve the quality of instructional products and programs for exceptional children.
5. Improve evaluation procedures related to the instructional process.
6. Increase interaction with other District instructional programs.

PROGRAM OPERATIONS

CURRICULUM: Services are provided in areas related to curriculum design, format, illustration, layout, reproduction, and publication procedures for instructional materials developed by teachers, schools, and programs. Specific instructional materials are designed, as requested.

INSERVICE: Classes, workshops, inservice, and staff development are organized, as requested or needed. Consultant assistance is available for classroom visitation and for on-site implementation of individualized instruction.

INSTRUCTIONAL RESOURCES: Personalized help is given for locating, acquiring, and using instructional materiel. A coded information system is in the developmental stage. Reproduction and distribution of District and Division publications can be arranged.

MEDIA: Workshops and individual sessions are provided to assist teachers with the design and preparation of audio-visual aids for classrooms, e.g., films, slides, tapes, video-tapes; with the operation and maintenance of audio-visual equipment; and with media presentations to school, parent, and community groups.

CONTACT PERSON

Dr. Venetta B. Whitaker, Coordinator, Instructional Planning, Development, and Services Program; telephone 625-6729.

THE CALIFORNIA MASTER PLAN UNIT

LEGAL DEFINITION/DESCRIPTION

In February, 1974, the Division of Special Education organized this unit to examine the implications of pending legislation on special education, for the Los Angeles Unified School District. The unit explored aspects of the district's potential involvement, with a District Resource Committee, from February through June, 1974.

The initial legislation--Assembly Bill 4040, The California Master Plan for Special Education--was enacted by the State Legislature on September 26, 1974. It is designed to equalize opportunities for all children in need of special education services. AB 4040 provides funding for three-year experimental programs to be conducted by a maximum of 10 educational agencies throughout California. It will provide the basis for Comprehensive Plans designed and written by local districts to fit their particular needs and conditions.

The philosophy and goals are stated in the California Master Plan as follows:

1. Public education in California must seek out individuals with exceptional needs and provide them with an education appropriate to their needs.
2. Public education must work cooperatively with other public and private agencies to assure appropriate education for such individuals from the time of their identification.
3. Public education must offer assistance to exceptional individuals in a setting that promotes maximum interaction with the general school population and that is appropriate to the needs of both.

PROGRAM GOALS

The California Master Plan Unit formed an ad hoc District Advisory Committee, in September, 1974, to make recommendations for a comprehensive plan that will be formulated in accordance with these legislative goals. This committee included teachers, pupils, administrators, and parents, as well as representatives from the communities, public service and governmental agencies, and professional organizations.

CURRENT PROGRAM OPERATIONS

A Planning Grant Proposal was submitted to the State Department of Education in December, 1974, and the District was awarded a planning grant of $33,000 in March, 1975. Administrative Area D was selected as the "Designated Area" to serve as a prototype for the District.

The Master Plan Unit conducted a Needs Assessment Survey of the pupils in Area D schools in May, 1975. Final recommendations were also presented to the ad hoc District Advisory Committee and to an ad hoc Area D Advisory Committee. Using information and recommendations from these groups and others in Area D, the unit designed a prototype Comprehensive Plan for Special Education in Area D in order to secure authorization and funds for implementation.

CONTACT PERSON

Miss Esther Herbert, Coordinator, The California Master Plan Unit; telephone 625-6708.

SELECTION PROCESS

Personnel are selected for and assigned within the Division of Special Education on the basis of professional qualifications. Candidates are screened and evaluated on a merit system basis in which prior teaching, related employment, appropriate preparation, and training are important considerations. Physical and mental fitness, as evidenced by a certificate from the Health Services Branch of the Los Angeles Unified School District, are required. Teachers may be assigned with a probationary contract or on a full-time substitute basis in place of a teacher on leave. No advance is earned toward tenure in this substitute status. Permanent status is granted upon satisfactory completion of a three-year probationary period.

CREDENTIALS

Minimum standards are primarily set by credential requirements. A valid California credential authorizing service as a teacher of exceptional pupils in areas such as mentally retarded, deaf, blind, speech correction, learning handicapped, or orthopedically handicapped is required.

CLASSIFIED PERSONNEL

Special Education Trainees or Assistants are assigned to work with teachers in schools and programs for the handicapped. Positions are filled through competitive examinations and the establishment of eligibility lists. Job descriptions and application forms may be requested through the Classified Personnel Offices of the Los Angeles Unified School District.

PROFESSIONAL ADVANCEMENT

Members of school staffs are encouraged to participate in faculty work-shops, clinics, conferences, and professional meetings. Applications for promotional appointment are encouraged.

STAFF TRAINING AND DEVELOPMENT

Planned staff development, at both elementary and secondary levels, includes teacher training, inservice education, leadership training, and orientation for new teachers.

FOR FURTHER INFORMATION

Inquiries regarding application for positions in the Division of Special Education of the Los Angeles Unified School District should be directed to:

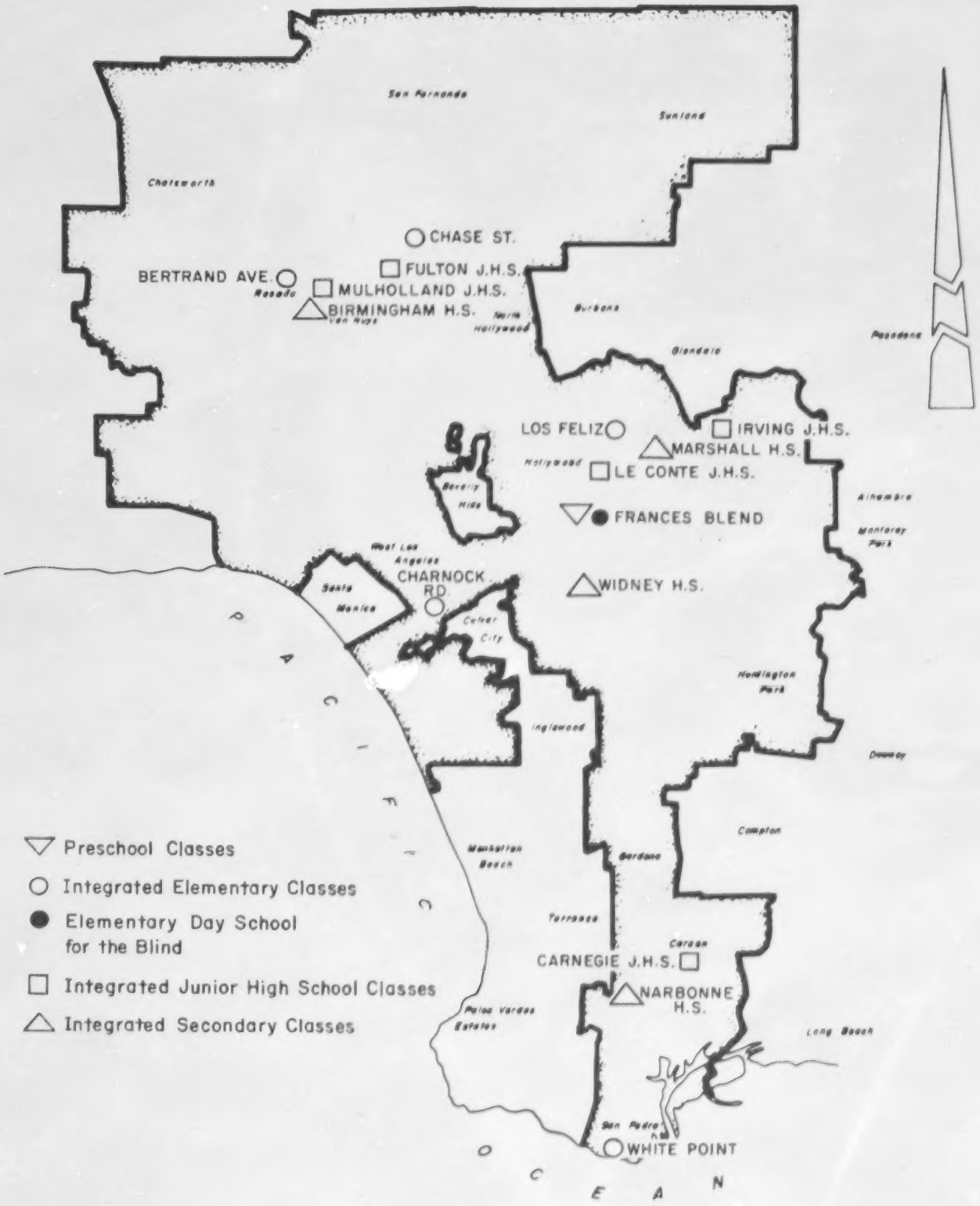
Mrs. Marjorie Gage
Personnel Supervisor, Division of Special Education
Los Angeles Unified School District
450 North Grand Avenue
Los Angeles, California 90012
Telephone: 625-6711

Section VII

APPENDICES

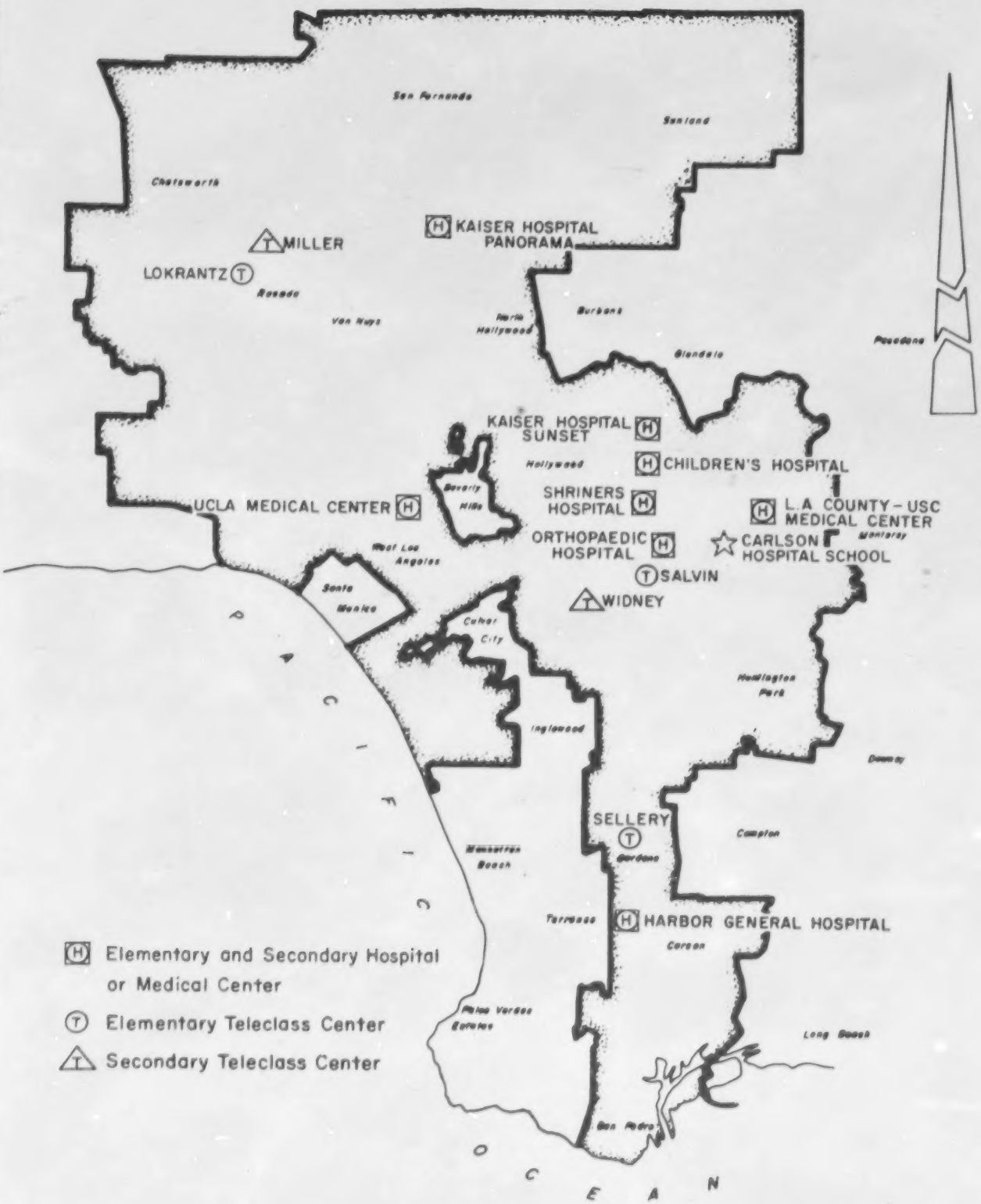
PROGRAMS AND INTEGRATED CLASSES FOR THE DEAF AND HARD OF HEARING

PROGRAMS AND INTEGRATED CLASSES FOR THE VISUALLY HANDICAPPED

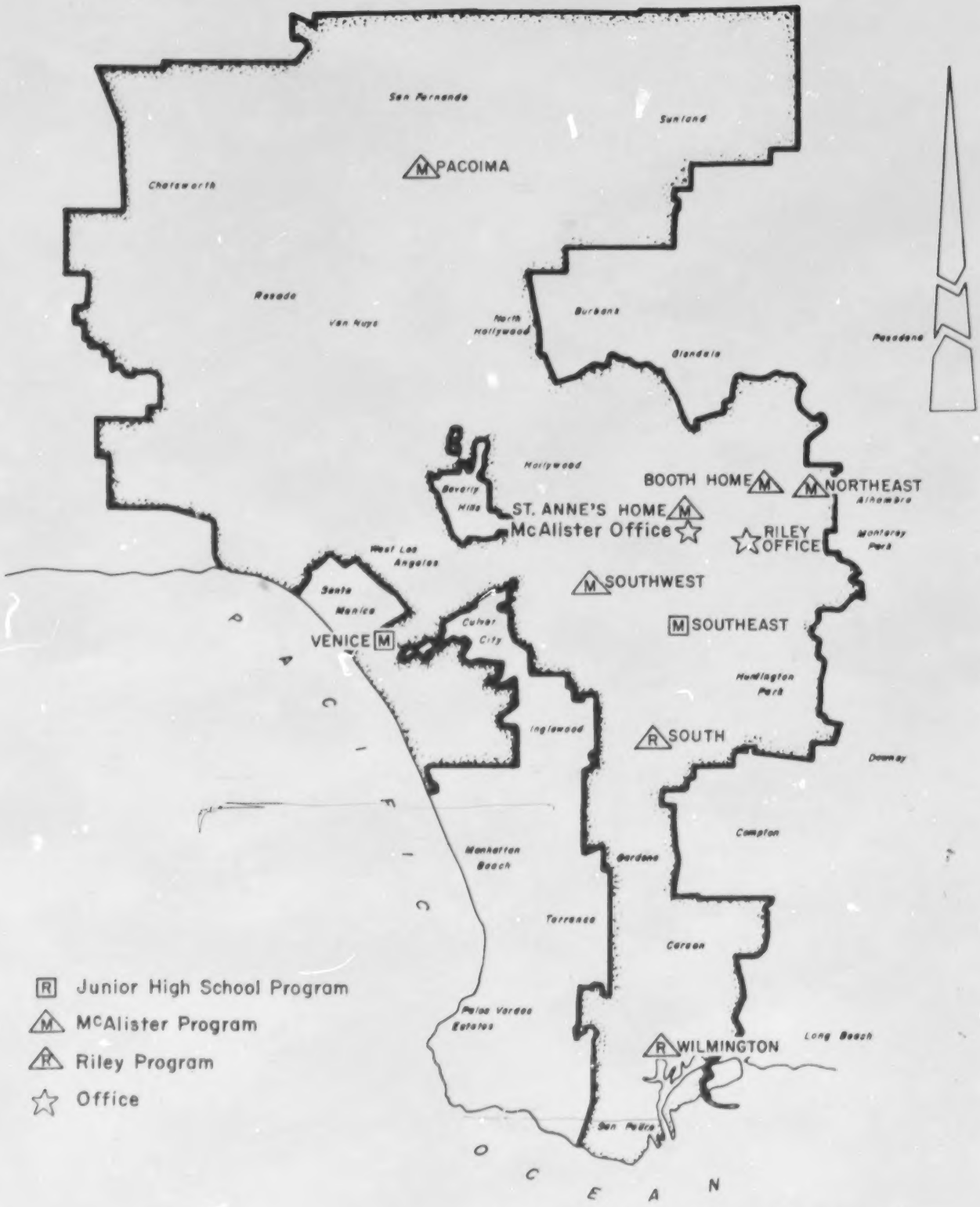


Los Angeles Unified School District

HOSPITAL, MEDICAL, AND TELECLASS CENTERS



PROGRAMS FOR PREGNANT MINORS



Los Angeles Unified School District

CLASS SIZE NORMS*

TYPES OF HANDICAPS	NUMBER OF PUPILS IN CLASS PER TEACHER	
	Preschool/Lower Elementary	Upper Elementary Secondary
Aphasic	6	8
Autistic (EH)	6	6
Blind	8	10
Blind/Partially Seeing	8	12
Partially Seeing	10	12
Cyesis	20	20
Deaf	6	8
Deaf/Blind	3	6
Deaf/Hard of Hearing	6	8
Development Centers	10	10
Driver Education for Exceptional Pupils	-	100 (total enrollment)
Educationally Handicapped:		
Special Day Class	12	12
Learning Disabilities Group	8	8
Educable Mentally Retarded:		
Regular Classes	18	18
Span Classes	15	-
Home and Hospital	12-16	12-16
Multihandicapped	6	8
Orthopedic/Other Health-Impaired	12	16
Other Physically Handicapped	20	20
Remedial Physical Education	65-100 (total enrollment)	65-100
Speech/Hearing	90 (total enrollment)	90
Teleclass	16	16
Trainable Mentally Retarded	12	12

* The California Administrative Code, Title 5, prescribes the size of respective special day classes. The above data reflect approximate class sizes for individual and small group instruction, according to the nature and the severity of the handicap, in the Los Angeles Unified School District.

A SPECIAL EDUCATION CHRONOLOGY

PHYSICALLY HANDICAPPED PUPILS

DEAF AND HARD OF HEARING

1897	Classes for the deaf (Elementary)
1914	Classes for deaf and hard of hearing (Secondary)
1939	School for the deaf and hard of hearing*
1941	Mary E. Bennett School for the Deaf (Elementary - Oral Communication)
1953	Hyde Park Boulevard School for the Deaf (Elementary)*
1961	Integrated classes for the hard of hearing (Elementary)
1963	Total Communication Method classes at Pacific Blvd. School
1964	Teacher aides for the deaf
1967	Marlton School for the Deaf (Total Communication)
1968	Deaf-blind classes
1969	Integrated classes for the deaf (Elementary)
1972	Program for the Deaf at West Valley School

ORTHOPEDICALLY HANDICAPPED/CYESIS/OTHER HEALTH IMPAIRED

1920	Dr. Charles Lowman, champion of treating the whole child and community involvement with the handicapped, opened medical facilities in the old John Singleton Stables
1921	Orthopaedic Hospital-School (first hospital-school) founded
1922	Orthopaedic Hospital School built
1923	Hospital teaching at L. A. County Hospital (Elementary)
1925	First graduation at Orthopaedic Hospital School
1925	Dr. Lowman and Committee persuade state to give A.D.A. funding to schools, based on days students are absent for medical reasons
1925	Hospital classes at Olive View Hospital (Secondary classes established and name changed to Joaquin Miller in 1930. Reorganized and became branch of Widney High School in 1961.)
1926	Hospital classes at Olive View Hospital (Elementary)
1927	Classes for the crippled and delicate
1930	Home teaching
1933	School for the crippled (Secondary)
1936	Washington Boulevard School for the Handicapped (Elementary) (Sophia Salvin School)
1939	School for the crippled (Secondary)*
1941	Joseph Pomeroy Widney High School for the Handicapped
1945	Pacific Boulevard School for the Handicapped (Elementary)

*Now Closed

ORTHOPEDICALLY HANDICAPPED/CYESIS/OTHER HEALTH IMPAIRED (Continued)

1945 Children's Rehabilitation Center classes
1945 Children's Hospital (became Berenice Carlson School for the Handicapped, 1952)*
1945 Maternity Center classes (Cyesis)
1949 Charles LeRoy Lowman School for the Handicapped (Elementary)
1950 Harlan Shoemaker School for the Handicapped (Elementary)
1950 Hospital teaching at Harbor General Hospital, Branch of Shoemaker (Elementary)
1952 Hospital classes at Shriners Hospital, Branch of Washington Boulevard (Elementary)
1955 Valley Branch of Widney High School for the Handicapped*
1960 Harbor Branch of Widney High School for the Handicapped*
1961 Sven Lokrantz School for the Handicapped (Elementary)
1961 C. Morley Sellery School for the Handicapped (Elementary)
1961 Ben Meyer Rehabilitation Center class, Branch of Washington Boulevard School for the Handicapped (Elementary)*
1961 U.C.L.A. Medical Center, Branch of Washington Boulevard (Home and Hospital)
1963 Teleclass program (Elementary and Secondary)
1963 Pilot program, Center for Pregnant Minors
1963 Educationally handicapped class, Children's Psychiatric Unit, Los Angeles General Hospital, Branch of Pacific Boulevard (Elementary)
1964 Joaquin Miller High School for the Handicapped, Formerly Valley Branch of Widney High School
1965 Integrated class for the physically handicapped, Apperson Street (Elementary)
1965 Miller High School for the Handicapped becomes six-year secondary school
1965 Seven Centers for Pregnant Minors, ESEA Title I (Funding through Health Services)
1966 James J. McBride School for the Handicapped (Elementary)
1970 Classes for the physically handicapped, McDonnell Avenue School
1970 Berenice Carlson Hospital School
1972 Classes at Kaiser Hospital-Sunset
1972 Howard McAlister High School (Cyesis)
1972 Thomas Riley High School (Cyesis)
1975 Classes at Kaiser Hospital-Panorama City
Home and hospital instruction (Preschool-12)
1976 Harlan Shoemaker School for the Handicapped (Secondary)

SPEECH AND LANGUAGE/SEVERE ORAL LANGUAGE/APHASIC

1921 Speech correction classes
1965 Class for aphasic children, Pacific Boulevard (Elementary)*
1965 Elementary and Secondary Speech Correction and Lip Reading becomes Speech and Hearing Unit

*Now Closed

SPEECH AND LANGUAGE/SEVERE ORAL LANGUAGE/APHASIC (Continued)

1972 Class for Aphasic children, Toluca Lake School
1974 Severe Oral Language/Aphasia Program, Lokrantz School

1976 Number of classes for aphasic increased to 57 elementary classes, three secondary classes district-wide

VISUALLY HANDICAPPED

1917 Classes for the blind
1926 Blind and sight saving classes, district-wide
1950 John Adams Jr., High School, special day classes for the blind
1952 Frances Blend School, day classes for the blind
1961 Classes for the visually handicapped organized as integrated classes
1964 Classes for visually handicapped with learning disabilities, Frances Blend School
1964 Teacher Aides for the blind
1964 Mobility training for the blind, Marshall High*
1966 Class for partially seeing organized for educable mentally retarded, Lockwood (Elementary)
1967 Workshop Program for visually handicapped
1970 Orientation and mobility classes for the blind (Elementary and Secondary)

MULTIHANDICAPPED AND DEVELOPMENTALLY HANDICAPPED PUPILS

MULTIHANDICAPPED

1970 Classes for multihandicapped children established at Blend, East Valley, Lokrantz, Lowman, McBride, McDonnell, Salvin, and Widney Schools (19 classes)
1975 Additional classes (4) established in regular schools
1976 Number of Multihandicapped classes increased to 42

DEVELOPMENTAL CENTERS FOR THE HANDICAPPED

1966 Charles L. Lowman Center, first Development Center for Handicapped Minors
1968 105th Street Center (Sellery)*
1972 McDonnell Avenue Center
1973 Pacific Blvd. Center
1974 Sophia T. Salvin Center
1974 James J. McBride Center
1974 Harlan Shoemaker Center
1975 Sven Lokrantz Center
1976 Bess Akerson Center (Shoemaker)

*Now Closed

LEARNING HANDICAPPED PUPILS

EDUCATIONALLY HANDICAPPED/AUTISTIC

1964 Educationally Handicapped, Teacher Training, California State College at Los Angeles, Branch of Pacific Boulevard School

1965 Educationally Handicapped class, California State College at Los Angeles, transferred to Los Angeles County Schools Offices

1965 Educationally handicapped class, Sylvan Park School

1966 Educationally Handicapped Tutorial Programs (Elementary and Secondary)

1967 Educationally Handicapped Learning Disability Group (Elementary)

1972 Number of educationally handicapped classes increased to 144

1973 First educationally handicapped diagnostic class at Sven Lokrantz School

1975 Number of educationally handicapped classes increased to 445

1975 Autistic - 15 classes opened

1975 Number of educationally handicapped diagnostic classes increased to six

EDUCABLE MENTALLY RETARDED

1949 Point One (Special Training) classes established for EMR children (Elementary)

1955 Secondary classes (10) for EMR pupils functioning on a pilot program basis

1956 Secondary classes for EMR pupils become mandatory

1969 Elementary and Secondary EMR Programs merged and become a K-12 Program

EMR Curriculum consultant position established

EMR-Transition program initiated

1975 Programs for EMR pupils become part of Division of Special Education

TRAINABLE MENTALLY RETARDED

1917 Classes for the mentally retarded

1960 Pilot Trainable Mentally Retarded classes

1961 Child Development Centers (Trainable Mentally Retarded) in all schools for physically handicapped

1965 San Fernando Valley State College - Branch of Lokrantz School - Classes for the Trainable Mentally Retarded, Other Programs

1966 McDonnell Avenue School, Trainable Mentally Retarded (Elementary and Secondary)

1968 Harbor South School for Trainable Mentally Retarded (Elementary) (now Banneker)

TRAINABLE MENTALLY RETARDED (Continued)

1970 East Valley School (Trainable Mentally Retarded)
1970 Ninth Street School (Secondary Trainable Mentally Retarded)
1971 West Valley School (Elementary Trainable Mentally Retarded)
1971 Diane S. Leichman School (Secondary Trainable Mentally Retarded)
1972 Full-time consultants for Trainable Mentally Retarded
1972 Outdoor education for Trainable Mentally Retarded
1975 Bilingual TMR class
1976 Shoemaker (Frances W. Doyle Elementary, Secondary Unit for Trainable Mentally Retarded)

INSTRUCTIONAL SERVICES

DRIVER EDUCATION FOR EXCEPTIONAL STUDENTS

1965 Driver Training, Widney High School and Miller High School for the Handicapped
1976 Driver Training, Shoemaker, Secondary OH

EARLY CHILDHOOD EDUCATION

1971 Sophia T. Salvin School, Early Childhood Program integrating handicapped and nonhandicapped children (Reverse of Project Mainstream)

PROJECT INTERACTION

1975 Project Interaction begins involving handicapped and nonhandicapped pupils together in organized activities

PROJECT MAINSTREAM

1973 Project Mainstream implemented on a demonstration basis with supplemental counseling services for orthopedically and other health-impaired students in regular schools in Areas A, G, H, and J
1974 Area C included in demonstration project
1974 Program broadened to serve all Areas of the District with supplemental counseling services
1974 Itinerant supplementary teaching service started on a limited basis
1975 Supplementary instructor position, parallel to the Master Plan "Resource Specialist," initiated in Areas B, C, and G (Elementary)
1976 Supplementary instructor placed in Areas G and H on pilot basis

REMEDIAL PHYSICAL EDUCATION

1967 Remedial physical education classes organized

SPECIALIZED PUPIL AND STAFF SUPPORT SERVICES

OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

1945	Liaison begun with State Department of Rehabilitation
1953	Student Rehabilitation Advisement Service
1964	Occupational Training Program
1965	Classes at Children's Rehabilitation Center, Branch of Pacific Boulevard School
1965	Vocational counseling
1968	Assessment Service Program
1972	Full-time Occupational Education Consultant for Deaf and Hard of Hearing Program
1972	Student Rehabilitation and Occupational Training becomes Occupational Education for the Handicapped

SPECIALLY FUNDED PROGRAMS

1965	NDEA funded program
1965	ESEA - Title I
1966	Federally funded programs (Elementary and Secondary) ESEA - Title I
1968	ESEA - Title VI
1969	ESEA - Title III
1969	Physical Education for the Handicapped, Sequenced Instructional Programs, PL 88-164 as amended
1970	VEA includes provisions for handicapped children
1970	Early Childhood Education Unit, Salvin
1972	ESEA - Title III, Revelant Education for the Urban Handicapped

SPECIAL HEALTH PROGRAMS AND SERVICES/AUDIOLOGY

1972	Services to Deaf and Hard of Hearing Program and the District offered through Audiologic Services Unit, Health Services Branch

INSTRUCTIONAL PLANNING, DEVELOPMENT, AND SERVICES

1970	Program established utilizing funds and personnel from federal and District sources
1975	Officially functions as distinct program of Division of Special Education

THE CALIFORNIA MASTER PLAN UNIT

1974	Master Plan Office established
1974	Ad hoc District Resource Committee established
1974	L.A.U.S.D. Planning Grant Proposal submitted to State Department of Education
1975	Area D selected as Designated Area, Prototype for the District
1975	L.A.U.S.D. awarded planning grant of $33,000

THE CALIFORNIA MASTER PLAN UNIT (Continued)

1975 District Ad hoc Resource Committee completes final recommendations
1975 Needs assessment survey conducted in Area D
1976 Application for implementation submitted

OTHER DATELINES

1964 Teacher aides employed
1965 Contractual cooperative program with California State College at Los Angeles - Teacher Training
1965 Consultants for Special Education
1969 Special Education Executive Council and Advisory Council
1971 Resource Teachers selected
1972 Director, Special Education Branch, becomes Assistant Superintendent, Division of Special Education
1974 Administrative Coordinator and Director of Special Education Support Services positions inaugurated
1974 Aides and Attendants become Special Education Trainees and Assistants

DIRECTORY OF SCHOOLS AND CENTERS

Los Angeles Unified School District
450 North Grand Avenue
Los Angeles, California 90012

Ernest P. Willenberg, Ed.D.
Assistant Superintendent
Division of Special Education
Telephone: 625-6701

Steven M. Mark
Administrative Coordinator
Special School Operations
Telephone: 625-6703

Al A. Casler
Director
Special Education Support Services
Telephone: 625-6705

ELEMENTARY

Mary E. Bennett School
(Deaf)
166 S. Burlington Avenue
Los Angeles, California 90057
Telephone: 483-3211

Frances Blend School
(Visually Handicapped, Multihandicapped)
5210 Clinton Street
Los Angeles, California 90004
Telephone: 464-5052

East Valley School
(Trainable Mentally Retarded, Multihandicapped)
10952 Whipple Street
North Hollywood, California 91602
Telephone: 980-7100

Sven Lokrantz School
(Orthopedically Handicapped, Trainable Mentally Retarded, Multihandicapped)
19451 Wyandotte Street
Telephone: 886-8980

Charles L. Lowman School
(Orthopedically Handicapped, Trainable Mentally Retarded, Multihandicapped, Educationally Handicapped)
12827 Saticoy Street
North Hollywood, California 91605
Telephone: 765-3404

James J. McBride School
(Educationally Handicapped, Orthopedically Handicapped, Multihandicapped, Elementary)
(Trainable Mentally Retarded, K-12)
3960 Centinela Avenue
Los Angeles, California 90066
Telephone: 391-0568

McDonnell Avenue School
(Orthopedically Handicapped, Trainable Mentally Retarded, Multihandicapped)
4535 E. First Street
Los Angeles, California 90022
Telephone: 269-0391

Pacific Boulevard School
(Orthopedically Handicapped,
Educationally Handicapped,
Trainable Mentally Retarded)
5714 Pacific Boulevard
Huntington Park, California 90256
Telephone: 582-8373

Sophia T. Salvin School
(Orthopedically Handicapped,
Educationally Handicapped,
Trainable Mentally Retarded)
1925 Budlong Avenue
Los Angeles, California 90007
Telephone: 731-0703

C. Morley Sellery School
(Orthopedically Handicapped,
Trainable Mentally Retarded)
15805 S. Budlong Avenue
Gardena, California 90247
Telephone: 327-1202

West Valley School
(Trainable Mentally Retarded,
Deaf, Multihandicapped)
6649 Balboa Boulevard
Van Nuys, California 91405
Telephone: 881-6502

KINDERGARTEN THROUGH SECONDARY

Benjamin Banneker School
(Trainable Mentally Retarded)
14024 S. San Pedro Street
Los Angeles, California 90061
Telephone: 324-6668

Bernice Carlson Hospital School
(Home, Hospital, and Teleclass
Instruction)
936 Yale Street
Los Angeles, California 90012
Telephone: 625-6746

Marlton School
(Deaf, Educationally Handicapped)
4000 Santo Tomas Drive
Los Angeles, California 90008
Telephone: 296-7680

Harlan Shoemaker School
(Orthopedically Handicapped,
Trainable Mentally Retarded)
424 Weymouth Avenue
San Pedro, California 90732
Telephone: 833-7059

SECONDARY

Diane S. Leichman High School
(Trainable Mentally Retarded)
19034 Gault Street
Reseda, California 91335
Telephone: 881-5341

Howard McAlister High School
(Programs for Pregnant Minors)
2808 Glassell Street
Los Angeles, California 90026
Telephone: 381-2823

Branches at:
Northeast Health Center
Pacoima Health Center
Southwest Health Center
Venice Health Center

Ninth Street High School
(Trainable Mentally Retarded)
820 Towne Avenue
Los Angeles, California 90021
Telephone: 627-5488

Thomas Riley High School
(Programs for Pregnant Minors)
936 Yale Street
Los Angeles, California 90012
Telephone: 625-6748

Branches at:
Booth Health Center
South Health Center
Southeast Health Center
Wilmington Health Center

Joaquin Miller High School
(Orthopedically Handicapped,
Physically Handicapped,
Educationally Handicapped)
8218 Vanalden Avenue
Reseda, California 91335
Telephone: 885-1646

Joseph P. Widney High School
(Orthopedically Handicapped,
Visually Handicapped)
2302 South Gramercy Place
Los Angeles, California 90018
Telephone: 731-8633

DEVELOPMENT CENTERS FOR HANDICAPPED MINORS

Lokrantz Center
Telephone: (127+9)866-8384

Lowman Center
Telephone: (120)765-0310

McBride Center
Telephone: (121)390-7768

McDonnell Avenue Center
Telephone: (9)269-3902

Pacific Boulevard Center
Telephone: (9)582-5588

Salvin Center
Telephone: (9)731-0701

Shoemaker Center
Telephone: (125+9)833-9107

TELECLASS CENTERS

Berenice Carlson Hospital School
936 Yale Street
Los Angeles, California 90012
Telephone: 625-6746

Classes at:
- Children's Hospital
- Harbor General Hospital
- Kaiser Hospital - Sunset
- Kaiser Hospital - Panorama City
- Los Angeles County/USC Medical Center
- Orthopaedic Hospital
- Shriners Hospital
- UCLA Medical Center

Lokrantz School

Miller High School

Salvin School

Sellery School

Widney High School

DIRECTORY OF PROGRAMS AND OFFICES

Cyesis (Program for Pregnant Minors)
Office: 936 Yale Street
Dr. Marjorie Huserik, Coordinating Principal
Telephone: (9) 625-6748

Deaf and Hard of Hearing
Office: 1061 Temple St., Room 211
Mrs. Mary Ann Mallis, Coordinator
Telephone: (9) 625-6141

Driver Education Program for Exceptional Pupils
Office: 1200-1241 Cornwell St., Room 208
Mr. Richard Brand, Acting Specialist
Telephone: (9) 625-6151

Early Childhood Education Program
Office: 450 North Grand Avenue
Mrs. Beatrice Gold, Coordinator
Telephone: (9) 625-6729

Educationally Handicapped/Autistic
Office: 450 North Grand Avenue
Dr. Eugene R. Greenfield, Supervisor
Telephone: (9) 625-6713

Home, Hospital, and Teleclass Instruction
Office: 936 Yale Street
Dr. Virgil W. Fornas, Principal
Telephone: (9) 625-6746

Instructional Planning, Development, and Services
Office: 450 North Grand Avenue
Dr. Venetta B. Whitaker, Coordinator
Telephone: (9) 625-6726

Mentally Exceptional
Office: 450 North Grand Avenue
Mr. William E. Starr, Coordinator
Telephone: (9) 625-6717

Occupational Education for the Handicapped
Office: 450 North Grand Avenue
Mr. Morris E. Hay, Coordinator
Telephone: (9) 625-6721

Orthopedically Handicapped and Other Health-Impaired
Office: 424 Weymouth Avenue
San Pedro, CA
Dr. Dorothy Carr, Coordinating Principal
Telephone: (125+9) 833-7059

Project Interaction
Office: 450 North Grand Avenue
Mr. Clifford Leviton, Consultant
Telephone: (9) 625-6729

Project Mainstream
Office: 450 North Grand Avenue
Mr. Eugene Bolyanatz, Coordinator
Telephone: (9) 625-6769

Pupil Services Unit
Office: 450 North Grand Avenue
Dr. Stella Cable, Coordinator
Telephone: (9) 625-6718

Remedial Physical Education
Office: 450 North Grand Avenue
Mr. Lyonel Avance, Specialist
Telephone: (9) 625-6750

Severe Oral Language/Aphasia
Office: 5210 Clinton Street
Mrs. Nancy Kahn, Acting Specialist
Telephone: (9) 625-6737

Special Education Personnel
Office: 450 North Grand Avenue
Mrs. Marjorie Gage, Supervisor
Telephone: (9) 625-6711

Special Health Programs and Services
District Health Services Branch
Office: 450 North Grand Avenue
Dorothy Lyons, M.D., Director
Telephone: (9) 625-6319
Dr. Victor Garwood, Senior Audiologist
Telephone: (9) 625-6141
District Nursing Services
Office: 450 North Grand Avenue
Mrs. Lillian Casady, P.H.N., Director
Telephone: (9) 625-6331

Specially Funded Programs
Office: 450 North Grand Avenue
Dr. Louis Bernoff, Coordinator
Mr. Patrick Estes, Coordinator
Mr. Robert Williams, Coordinator
Telephone: (9) 625-6726

Speech and Language
Office: 5210 Clinton Street
Mrs. Doris Soroky, Acting Supervisor
Telephone: (9) 625-6734

The California Master Plan Unit
Office: 450 North Grand Avenue
Miss Esther Herbert, Coordinator
Telephone: (9) 625-6708

Visually Handicapped
Office: 5210 Clinton Street
Miss Rosalie Calone, Coordinating Principal
Telephone: (9) 625-6739

BIBLIOGRAPHY

PUBLICATIONS BY THE DIVISION OF SPECIAL EDUCATION

Activities In Science. A "hands-on" approach to basic science instruction in grades K-9, with self-contained kits of live and durable science materials for pupils, and lesson guides for teachers in Programs for the Educable Mentally Retarded.

Driver Education for the Handicapped. A summary of driver education services offered in the Division of Special Education, 1973.

Pre-Licensing Filmstrip-Cassette Tape Kit. Audio-visual instruction for driver education, 1975.

Occupational Education for the Handicapped. A report of the occupational education services in the Division of Special Education, 1973.

Sequenced Instructional Programs In Physical Education for the Handicapped. Developmental programs and techniques in physical education for varied types of impairments, 1973.

System FORE: An Approach to Individualized Instruction. A classroom management system for individualizing instruction in language, mathematics, and reading; includes assessment, grouping, environment, and resources for teachers.

System FORE-Plus. Sequential instructional pages designed to assist teachers with prescriptive teaching; lesson pages coded for use with "System FORE."

PUBLICATIONS BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

Adaptive Education and Program Components for the Trainable Mentally Retarded in California Public Schools-1974.

Directories of Special Education Programs in California. Lists of schools and programs by counties, with addresses, telephone numbers, administrators, number of classes, and students in each program. (Ask for specific program(s) by locations.)

The Education of Visually Handicapped in California Public Schools, 1970.

Home and Hospital Instruction in California, 1969.

Laws and Regulations Relating to Education and Health Services for Exceptional Children in California, 1969.

Programs for the Educable Mentally Retarded in California Public Schools, 1974.

A complete list of publications by the California State Department of Education is available from:

California State Department of Education
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